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ABSTRACT

This volume summarizes events throughout the world in celebration of International Literacy Day in 1980 and in 1981. Each description begins with an overview of the message the Director-General of Unesco addressed to member states at Unesco headquarters in Paris. Next, there are short reports of activities from each of the member states. The governmental and nongovernmental organizational reports that follow include those of MOBRAL, the World Young Women's Christian Association, the International Reading Association, the International Film and Television Council, the World Federation of Democratic Youth, the World Federation of Trade Unions, the Summer Institute of Linguistics, the National Federation of Voluntary Literacy Schemes, the World Organization of the Scout Movement, and the Workers' Lifelong Education Service. Each year's description also includes reproduced photographs that illustrate the events held at Unesco headquarters and in a few of the member states as well as news briefs about the International Literacy Day, the Literacy Prize, the list of winners of the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award, and the Noma Prize. Also included in each description is the complete text of the Director-General's speech for that year. (HOD)

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8 September

INTERNATIONAL LITERACY DAY

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SUMMARY OF INFORMATION RECEIVED CONCERNING THE CELEBRATION IN 1980 AND 1981

UNESCO

CS006879

CORRIGENDUM

(Summary of information received concerning the celebration of the International Literacy Day 1981)

On page 18 the caption to the photograph at the top of the page should read "Minister of Culture" and not "Minister for the Plan".

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

SUMMARY OF INFORMATION RECEIVED CONCERNING THE CELEBRATION OF INTERNATIONAL LITERACY DAY IN 1980

ED-82/WS/58

CELEBRATION OF LITERACY DAY
AT UNESCO HEADQUARTERS IN PARIS

On the occasion of International Literacy Day, the Director-General of Unesco, Mr Amadou-Mahtar M'Bow, addressed a message to Member States, to non-governmental organizations and to people of goodwill everywhere, in which he drew attention to the importance and scale of the struggle against illiteracy in the world. He stressed the urgent need to check this scourge, pointing to statistical projections which show that, on current trends, the total number of illiterates will reach 884 million in 1990, i.e. 70 million more than in 1980. As in previous years, International Literacy Day was marked, both at Unesco Headquarters in Paris and in Member States, by a wide range of original activities that gave it a distinctive stamp. The high point of the celebrations on 8 September at Headquarters was the ceremony for the presentation of the literacy prizes. Speakers at this ceremony included the Director-General of Unesco, the Chairman of the International Literacy Prize Jury, Mr M. Adiseshiah, and the recipients of the literacy prizes. Commenting on the choice made by the International Literacy Award Jury, Mr Adiseshiah noted that there was a growing awareness that the problem of illiteracy 'needs to be approached within the wider context of the fight for justice and equality at national and international level'. 'Illiteracy,' he declared, 'will only be wiped out if misery and injustice, which are its root cause, are also wiped out.' In this regard, he emphasized the fact that illiteracy was a 'universal problem'. 'To the extent that literacy training is functional--directed towards understanding words and the world, functional for employment, functional for cultural participation, and functional for peace and justice--then there is no country in the world which does not face the problem of illiteracy.' Referring to the Noma Prize, principally intended to reward work in the post-literacy field, Mr Adiseshiah observed that this prize served to remind the Jury, the Director-General of Unesco and Member States that literacy work should not consist of isolated and piecemeal measures but should form part of a continuous programme of adult education. 'Thus,' he went on, 'to give priority to literacy without paying equal attention to post-literacy work, in other words adult education, was to set in train a process of imbalance and to run the risk of failure.' In conclusion, he noted with satisfaction that the 1980 nominees exemplified the close links between literacy and post-literacy training activities and the need to view literacy training from the standpoint of lifelong education. Before making the awards to the recipients, the Director-General paid tribute to international solidarity and to all those 'that have made donations to the Special Account for voluntary contributions for literacy work'. In that connection, he exhorted the international community to increase the total volume of aid devoted to literacy work and disclosed that Unesco was providing in its Draft Programme and Budget for 1981-1983, approved by the General Conference at its twenty-first session, for a growth rate substantially higher than that originally adopted for activities relating to the struggle against illiteracy. During the ceremony, messages were read out from His Holiness Pope John Paul II, the President of the Republic of Togo, the President of Ethiopia, the Secretary-General of the United Nations and the General Secretary of the World Federation of Trade Unions.

CELEBRATIONS THROUGHOUT THE WORLD

MEMBER STATES

People's Republic of Angola

The celebrations to mark International Literacy Day lasted approximately one week. Politico-cultural and recreational activities were organized in all provinces of the country with the participation of military units and production co-operatives. The main event took place in Luanda and was chaired by a member of the Political Office of the Workers' Party Central Committee. Other members of the Party, the Government and people's organizations, were also present, together with literacy workers and trainees. Diplomas were awarded to the teachers who had distinguished themselves in the battle against illiteracy and had observed most closely the Party's watchwords: 'Literacy work is a revolutionary duty' and 'The fight for literacy is everybody's fight'. On the same day a marathon race, involving students and other militants, was organized in Luanda. The marathon ended in front of the statue of Hoji Ya Henda, the symbol of Angolese Youth.

Argentina

On the occasion of International Literacy Day, the National Office of Adult Education (DINEA) organized a debate on the theme 'Literacy, adult education and lifelong education', which was attended by representatives of DINEA, the national universities, the Ministry of Social Welfare, private industry, the Armed Forces and the mass media. The event was held in the Assembly Hall of the Hotel de Gendarmería Nacional. There was an exhibition by publishing houses of their publications on adult education and literacy training. The debate was centred on prospects and projections regarding literacy training in the institutional sphere.

Bahrain

8 January, Arab Literacy Day, was marked by a television broadcast by the Minister of Education. The Minister drew attention to the continuing high rate of illiteracy among men and women alike and to the plight of those who could neither read nor write. Stressing the importance of literacy training and its dynamic role in society, the Minister noted that the results of literacy training were often disappointing and called on those involved to rethink their methods so as to make courses more stimulating. Finally, the Minister urged students and teachers to spare no effort in the struggle against illiteracy.

Belgium

In August 1980, the educational establishments of the Dutch-speaking community received a circular inviting them to organize events to mark International Literacy Day. The Department of Education Sciences of the University of Liège published the text entitled: 'Suggestions for the celebration of International Literacy Day (8 September 1980)' contained in issue No. 178 of the Unesco Review.

People's Republic of Benin

The events held to celebrate International Literacy Day began with a radio broadcast by the Minister of Literacy Training and Popular Culture. The Minister reviewed literacy training activities in the People's Republic of Benin for the period 1979-1980 and announced the institution of a literary competition in the national languages open to all those--newly literate and intellectuals alike--able to write in these languages. The results of the competition would be announced on 8 September 1981 and various prizes would be awarded to the winners. As part of the celebrations, the Minister, accompanied by a delegation from his Ministry, officially opened the national literacy printing press and proceeded to visit the provinces of Borgou, Atacora du Mono, Ouémé and Zou where he inaugurated the provincial literacy training centres. In the provinces, the Day's events included debates, public information sessions and activities to mark the conclusion of literacy training campaigns. In the province of Zou, the Day served to mark the conclusion of the Literacy Brigade drive, carried out in Agbangnizoun from 12 July to 5 September 1980, and the end of the initial training scheme for permanent government agents responsible for the transcription of national languages, held from 1 July to 31 August 1981.

Bolivia

On 7 September 1981 a film called 'Finding more books' ('Hallar más libros') was shown at the Daniel Sánchez Bustamante Centre. Radio Illimai broadcast a programme prepared by the San Antonio Centre to mark International Literacy Day.

On 8 September, the Minister of Education, the Director-General of Education and the National Director of Adult and Non-Formal Education delivered speeches which were given full coverage by all the media. Public events took place in the Adult Secondary Education Centres, the Bolivian Training Institute Centres, the Intensive Basic Education Centres, the 'Integrated Centres' and Non-Formal Education Centres. A lecture was given on 'Literacy' at the Sagrado Corazone Centre and Bolivian television broadcast a special programme entitled 'The literacy movement is under way'. On 9 September, the Centro Veinte de Octubre organized an exhibition of textiles, toys, foodstuffs, tailoring and dressmaking. The Adult Secondary Education Centres (CEMA) provide intensive arts and science training for nineteen-year-olds and secondary-level arts and science training for twenty-one-year-olds. Fifty-six of these centres, which came into being in 1969, now operate throughout the country. They award certificates which count towards the Diploma of Secondary Education in the Arts for Mature and Experienced Students. The Bolivian Training Institute Centres offer courses of intensive vocational training for young people and adults. The Bolivian Training Institute, which was set up in 1969, operates forty-one coeducational centres of this kind throughout the country. Intensive basic education involves more than simply literacy training, since it focuses its main effort on the following areas: mathematics, languages, natural sciences, social studies and technology. The number of such centres, which cater for students aged over 15, currently stands at eighty nationwide. The 'Integrated Centres' cater for students of fifteen years or over belonging to deprived urban groups and farming communities. These centres co-ordinate, channel and promote community efforts extending from the illiterate grass roots to private and state institutions involved in programmes for the development of popular education. To date, there are twenty-two such centres throughout the country. The National Department of Non-Formal Education was set up in 1976 to rectify shortcomings, to attend to the expanding educational needs of an ever-increasing school population, to cater for under-privileged groups within the regular system and in rural areas and to promote life-long education. Twenty-two such centres are currently in operation.

Brazil

The 8 September was celebrated throughout Brazil in a variety of ways: these included a national essay competition open to all children of primary-school age, community activities at the local level, the presentation of a message from MOBRAL to the President of the Republic by students following the functional literacy training course, a radio and television broadcast by the Minister of Education and Culture, a press conference by the Chairman of MOBRAL and a number of speeches by members of the Chamber of Deputies and the Senate.

Burma

The annual observance of International Literacy Day throughout the country under the aegis of the Burma Central Literacy Campaign Committee is regarded as one aspect of the vigorous promotional activities being carried out in the Socialist Republic of the Union of Burma. At the first level, reading competitions are held at literacy classes or celebrations may be held at villages which have become literate. In the state or divisions, the same is true. The production and sale of postcards, flags, badges, key chains and postage stamps as well as photo albums, poetry books, pamphlets, news bulletins, etc. are part of the activities. The Burma Broadcasting Service also puts on radio plays, songs and other popular programmes. Public attention is called throughout a week through news and articles in the daily papers, journals and magazines. Exhibitions are held to show the realizations of Burma's literacy movement as well as art, cartoon, poster and postcard competitions. In 1980, the Ministry of Information published an up-to-date report on the literacy movement in Burma. This report was compiled by the Burma Central Literacy Committee. The literacy campaign started in 1969 and in 1979 a total of ninety-nine townships were declared fully literate. In April 1980, 32,841 voluntary teachers taught 176,311 illiterates in twenty-four townships of thirteen states and divisions. By the end of June, a total of 18,033 had become literate. This is a manifestation of the effectiveness of the working people, including young students, who worked as voluntary teachers. The literacy movement in Burma depends mainly on the contribution of voluntary services by all able citizens. Burma's literacy movement insists not only on producing neo-literates, particularly among its rural peasants, but also on helping them increase their productivity and improve the economic life of society.

Republic of Burundi

The Ministry of Education's Out-of-School Education Department focused attention on International Literacy Day with a nationally broadcast review of literacy training activities for the period 1978 to 1980. This review was also published in the national daily 'Le Renouveau'. The Ministry of National Education reported that a seminar on the framing of a literacy campaign strategy had been held in 1978 and that a consensus had emerged in favour of functional literacy. The Ministry referred to a basic education evaluation project and to a national literacy project organized jointly by public and private bodies. Attention was finally drawn to a literacy workshop held in August 1980 and to a seminar on the creation of a National Adult Education Council held in December 1980.

Byelorussian Soviet Socialist Republic

In publishing such documents as a review of educational activities for young people and adults and statements by the national authorities, the mass media (television, press, radio ...) played an active part, as in the past, in the celebration of International Literacy Day. The Minister of Public Education reported on the achievements in the field of education in Byelorussia: an increase in the number of school places, reforms in certain curricula, solutions to problems of schooling in rural areas, publication of textbooks, improved teaching materials, improvements in the quality of teaching ... He also drew attention to the fact that in Byelorussia all children of school age attended school, that the constitution of the country guaranteed every citizen's right to education and that, as a result, training was accessible to all.

Central African Republic

International Literacy Day in the country was marked by a radio and television broadcast by the Minister of Education. Posters were displayed in all the main squares and interviews were given by the Director of the Literacy Training Service and various bodies involved in the national literacy programme. Educational films were shown in the lifelong education centres in Bangui and cultural activities officers met in Bossangoa (Prefecture of Ouham) where they organized a number of colourful events.

People's Republic of the Congo

The theme of International Literacy Day was: 'Literacy training for adults as a key to improved school attendance among children'. The National Literacy Office proposed at the symposium held at Pointe Noire from 12 July to 9 August that International Literacy Day should be used to promote greater awareness among all sections of the public and to encourage people to see the campaign in favour of literacy as a problem concerning all literate individuals and not just the Ministry of Education. In the ten regions of the country, 8 September was marked by various activities. Posters were displayed in public places. Debates, meetings and dances were organized. In Brazzaville, International Literacy Day was celebrated with a radio and television debate involving the Head of the National Literacy Office and the Director of Further Education and Literacy Training, the showing of films, the distribution of printed leaflets, the publication of articles in the press and, lastly, a broadcast message by the government. The 8 September also saw the adoption of two government decrees, one concerning the establishment of a national organizing committee for the struggle against illiteracy and the other relating to compulsory literacy training in rural and working-class areas. Another highlight of International Literacy Day was the official inauguration of the Adult Education Research Centre (CRFA).

Costa Rica

The Non-Formal Education Unit of the Lifelong Education Department of the Ministry of Education of Costa Rica issued a statement for national distribution by the media summarizing the main activities carried out in 1980 under the National Literacy and Adult Education Programme, which came into operation in 1975. Mention was made of the 662 literacy and basic education for experienced students projects currently catering for 12,476 trainees throughout the country. These schemes are organized with the help of teachers, students and volunteer workers. There are also fifty night-schools, catering for 5,787 students. In all, enrolments among adults totalled 18,253 in 1980. International Literacy Day was celebrated throughout the country. Interviews were recorded with the directors of the National Literacy and Basic Education for Experienced Students Programme and shown on television. Night-schools and literacy projects organized ceremonies and cultural events. A two-month festival of culture, art and sport was staged. A major function took place on 6 September at the agricultural co-operative of Coyolar de Orotina attended by the Minister of Education. On 8 September, four important ceremonies took place in the capital in the presence of senior officials and the Director-General of the Department of Lifelong Education.

Cuba

Up to 8 September 1980, 850,000 workers, housewives and rural dwellers had completed the sixth grade of schooling and had accordingly received a certificate of primary education. To celebrate this, political and cultural activities were organized at the adult education night-schools in the various towns of the country's fourteen provinces.

Cyprus

On 8 September, the Minister of Education gave a speech which was transmitted by a special broadcast. On this occasion he advocated the principle of 'an education for all'. On the same occasion the Inspector of Adult Education gave an account of the work being done in Cyprus and the Head of Primary Education sent a circular letter to all primary-school teachers asking them to identify illiterates in their areas and to open literacy classes when necessary.

Czechoslovak Socialist Republic

On the occasion of International Literacy Day, the radio and the press commemorated this date with special programmes on the problems of literacy. The ASPRO schools organized discussions and lectures as well as panel exhibitions on the role of Unesco in the field of literacy.

Denmark

The Danish National Commission asked several experts to answer to the questions raised by Unesco's circular sent to Member States on the occasion of International Literacy Day. The only answer came from an expert of the Danish Institute for Educational Research who commented on the fact that the question of reading is something natural to the majority of children in Denmark. He feels that 'education is effected through the behaviour of the surroundings'. He feels that the demands on reading are increasing at the same time the competence in reading is increasing ... he feels that there is a need to improve the quality and quantity of Danish produced (and written) children's books both in fiction and non-fiction.

Dominican Republic

From 1 to 6 September, a national campaign was held to focus public attention on the problems of illiteracy and the importance of literacy training for the economic, social and cultural development of the country. This took the form of debates, panel discussions, round tables and choral events. These activities were organized by the various social sectors of the community in which they were held: the educational, civil and military authorities, cultural clubs, associations, folk groups, religious communities, etc. The campaign closed with commemorative ceremonies throughout the country to mark International Literacy Day. The main ceremony took place in the assembly rooms of the Palacio de Bellas Artes in the National District and was presided over by the Secretary of State for Education, the Fine Arts and Religion. During the ceremony, diplomas for outstanding work on behalf of literacy in our country were awarded to the following institutions and organizations: the 'Santa Maria' Radio Schools, the Association of Clubs of the National District, State Secretariat of the Armed Forces, the National Police, Alfalit Dominicano, the Dominican Biblical Society, and the Archdiocese of Santo Domingo. Those present included civil servants and technicians from the State Secretariat for Education, the Fine Arts and Religion, civil and military officials, accredited diplomatic representatives, representatives of the various churches, teachers and members of the general public.

Ecuador

On 1 January 1980, the Government of the Republic, through the Ministry of Education and Culture, launched intensive literacy and adult education campaigns. Those involved in this task include private and public organizations, associations, the mass media and the totality of individuals and corporate bodies. The Intensive National Literacy and Adult Education Plan is one of the priority aims of the Government of the Republic. In Ecuador, there is a 21.9 per cent illiteracy rate among adults aged 15 and over. Of these, 17.4 per cent live in rural areas and 13.1 per cent are women. The majority of illiterates are found in the 15 to 44 years age-range and their total number is 540,000. It follows that illiteracy is a serious problem among the productive sector of the country's population.

Since Ecuador is a multi-ethnic and multi-cultural country, it is not possible to apply a uniform teaching-learning method to all the socio-cultural groups that constitute it. The aim should be to ensure that all vernacular-speaking literacy trainees learn Spanish as an instrument for promoting intercultural dialogue and national unity, while respecting the intrinsic values of each culture. Under this National Plan, literacy training is to be provided over a period of five years to some 760,000 people aged 15 and over, including 500,000 from rural areas and 360,000 town-dwellers, which should make it possible to bring down the illiteracy rate to 5.9 per cent. Fifteen thousand literacy training centres are to be opened--4,000 in the towns and 11,000 in the country. A corps of some 13,000 literacy workers, made up of community educators, literacy teachers and volunteers, will be required on average each year. 3,500 of these will be assigned to towns and 9,500 to rural areas. Literacy work is conceived and carried out as a multidisciplinary activity calling for co-ordination between education, health and employment services and between agricultural and cattle-farming projects, small industrial concerns, public utilities and so forth. The knowledge acquired can in this way be applied so as to promote community development. It is planned to enlist the help of local organizations in carrying out literacy activities and in promoting the development of rural and underprivileged urban sectors. Outline plans have been drawn up for a post-literacy programme covering such areas as health, housing, communication, production, community life, recreation and vocational training in co-operation with the Ministry of Education, the National Council for the Protection of Craftsmen, and other public and private bodies.

El Salvador

On 8 September 1980, the Minister of Education broadcast a message to the nation on national radio and television, officially launching the literacy drive. A sectoral seminar was held from 2 to 11 September to prepare plans for a national literacy campaign. Responsibility for this campaign will rest with the Central Office of Adult Education.

Ethiopia

The Ethiopian Government launched a national literacy campaign in July 1979; in 1980, over seven million illiterates--70 per cent of whom were women--had either completed basic literacy or were pursuing follow-up courses or make-up courses.

The follow-up courses provide for basic education in the fields of agriculture, health, home economics, handicrafts, co-operatives, etc. The Ethiopian National Literacy Campaign is guided by slogans such as 'The educated must teach and the illiterate must learn' and 'I pledge to eradicate illiteracy through either teaching or learning'. In the message addressed to the Director-General of Unesco the Ethiopian President assured him of his 'determination to wipe out illiteracy from Ethiopia'.

Finland

On the occasion of International Literacy Day the National Board of General Education and the provincial administrations invited the schools to take literacy as a subject of study in the school. The school department of the province of North Carelia, together with the province's public library and the school library committees, prepared an information kit entitled 'Everybody has the right to read'. The local libraries organized exhibitions of books which described reading habits of the population and presented the place of the book in today's culture. The daily newspapers, the radio and television drew attention to the significance of literacy and its furtherance.

France

In its edition of 10 September 1980, Le Monde published an article on the ceremony for the presentation of the literacy prizes at Unesco Headquarters in Paris together with excerpts from the address delivered by the Director-General of Unesco on that occasion.

German Democratic Republic

The celebrations on the occasion of International Literacy Day were organized on a large scale. The Secretaries of the Subcommissions 'Communication' and 'Education' of the German Democratic Republic Commission for Unesco were responsible for the preparatory work. The mass media contributed widely. Daily newspapers, weekly newspapers and journals honoured the Day. For example, the weekly newspaper 'Wochenpost' published an article in its 36/1980 edition. Radio and television broadcast related programmes underlining 'the close relationship between the human right to education and the social development'. The teacher's press informed its readers on the political importance of the struggle against illiteracy and its relation with maintaining and safeguarding world peace. The paper 'Deutsche Lehrerzeitung' in its 36/1980 edition published small reports containing concrete facts on literacy problems. The journal 'Vergleichende Pädagogik' devoted its complete edition to 'the problems of the struggle of the developing countries for the implementation of the right to education'. At the Institute of Management and Organization of Education at the Academy of Pedagogical Sciences of the German Democratic Republic, in Potsdam, 8 September was celebrated together with students coming from developing countries. Teachers all over the country dealt in their lessons with the main purpose of this Day and its political significance. In 1980, the German Democratic Republic took an active part in the implementation of the Nicaraguan National Literacy Campaign.

Federal Republic of Germany

The German Commission for Unesco informed the German press of the importance of International Literacy Day. Some supraregional newspapers published articles on the illiteracy problem in industrialized countries, such as the Federal Republic of Germany. As in previous years, some ASPRO schools have dealt with International Literacy Day in 1980. One of these schools organized a two-day reading campaign on this occasion. A meeting on 'Illiteracy among German-speaking youth and adults--A challenge for further education and research' was held in Bremen from 14 to 16 November 1980. This congress was organized by the State Committee of the Bremen

People's University, the University of Bremen and the German National Commission for Unesco. This meeting was the first to assess the problem of illiteracy in the Federal Republic. It was attended by specialists from all parts of the Federal Republic and Berlin as well as by students and staff of the sponsoring committee. Other foreign specialists were also invited as well as a representative from Unesco's Adult Education, Literacy and Rural Development Division.

Guatemala

The Ministry of Education, through the Literacy and Adult Education Division of the Department of Literacy Training, organized a series of commemorative events from 8 to 12 September 1980. The most important event of all was the approval and entry into force of the Regulations pertaining to the Law on Literacy Training: 'Having regard to the fact that the problem of illiteracy cannot be solved by government or isolated efforts alone, but is the responsibility of all Guatemalans ...' (Law on Literacy Training, Decree No. 9-78 of the Congress of the Republic). The Department of Physical Education and Health and the Department of Literacy Training and Adult Education organized from 8 to 12 September a cycle tour for schoolchildren, which had as its slogan 'Literacy is a must'. The 'No. 12 Aurora Anléu' Night-School for Adults organized a marathon race on 21 September based on the same slogan. On 8 September a ceremony was held in all primary night-schools for adults and an official function took place at the Teatro de Cámara in the Guatemalan Cultural Centre, at which prizes were awarded to persons who had performed outstandingly in the national literacy campaign. On 10 September, the Department of Literacy Training and Adult Education held a press conference to report on work carried out in 1980 under the national literacy campaign.

Guinea

On the occasion of International Literacy Day, the authorities called on illiterates and literacy workers to pursue the struggle against illiteracy. On 8 September, the Director-General of the National Literacy Office stressed the urgent nature of the struggle against illiteracy. Assessment of the 1980 literacy campaign had revealed certain trends which would be useful in the planning of the 1981 campaign. The Day, finally, was marked by a number of activities including the showing on television of a short film on progress in literacy work in one region of the country and the organization of teaching tests followed by the awarding of official certificates to the best candidates. On 8 September 1980, the Central Committee of the Party decided to set up a Literacy Training Standing Committee with the task of evaluating the work of the regional authorities.

Guyana

International Literacy Day in Guyana was given greater prominence in its 1980 observance. Six months prior to Literacy Day, a committee was created to prepare the celebrations. This committee was headed by the new Secretary-General of the Guyana National Commission for Unesco and included the Adult Education Officer, the Head of the Department of the Hearing Impaired, the Head of the Department of the Mentally Retarded of the David Rose School for the Handicapped and the Chief Executive Officer of the Blind Institute. Since 1981 was to be the 'year of the disabled', the Chief Education Officer decided to name the observances which lasted one week under the theme 'Literacy and the handicapped and those needing special education'. On 7 September, the Minister of Education, Social Development and Culture addressed the nation on both radio stations on 'Literacy and the handicapped', pointing out that 'the co-operative socialism of the country demanded the contribution and involvement of all and that it was the responsibility of the nation to help in improving the potentials of every individual ...' The same topic was used during the sermons and addresses made in church services and religious gatherings of the Guyana Council of Churches, by the priests, pastors and preachers. On the radio programme 'The Church calling' of the Anglican Church in Guyana, a talk was given on 'the Christian's approach to literacy and the handicapped'. On 8 September, the National Free Library in Georgetown opened a one-week book exhibition on the theme 'Literacy and the handicapped'. In the evening, there was a cultural programme at the National Exhibition at Sofia, Georgetown, by the members of the Blind Institute. The programme included music, dance, and a demonstration of reading in Braille. On 9 September, the Head of the Hearing Impaired Department of the David Rose School for the Handicapped gave a radio talk on 'the special needs of the handicapped child'. On 10 September, on 'Broadcast-to-Schools' programme, the Secretary-General of the National Commission for Unesco addressed himself to primary- and secondary-school children and spoke of 'the role of Unesco in the fields of literacy and education for the handicapped'. On 11 September, there was a radio interview of a Braille teacher and student on the aims, methods, problems, failures and successes in Braille studies in Guyana. On 12 September, there was a meeting of adult education co-ordinators to plan new courses for the nursery-school teachers of the hearing impaired. On 13 September, finally, the adult education team met again to discuss solutions to the problems posed by the literacy programme of the Amerindians.

Republic of Haiti

Les Cayes, a large town in the south of the country, was chosen as the official centre for the celebrations that marked International Literacy Day. In the days leading up to 8 September, a series of debates and lectures broadcast by radio stations in the capital and the provinces served to focus public attention on the relationship between literacy work and economic and social development. Numerous sports competitions and theatrical performances were staged throughout the country. Finally, on 8 September, members of the CAC, those involved with literacy centres, young people from the family education centres, instructors, deputy inspectors, activities officers, co-ordinators, regional government officials and representatives of the commercial and private sector attended a thanksgiving ceremony in the South Cathedral. After the religious ceremony, several speeches were delivered at the Philippe Guerrier College. The Minister of Education read out a message from the President of the Republic, after which the Regional Co-ordinator, the Director-General of the National Literacy Training and Community Action Office (ONAAC) and the Prefect reviewed the year's activities.

Hungary

The celebration of International Literacy Day was carried out by the network of Associated Schools and Unesco Clubs through the mass media. Several Associated Schools: Zrinyi Miklós Grammar School in Miskolc, Apáczai Csere János Grammar School in Budapest, Unesco Club at the Elte University, organized lectures about Unesco activities to eradicate illiteracy. Hungarian radio commemorated International Literacy Day in a commentary. The major daily papers and weekly magazines *Nepszava* and *Ország-világ*, published articles and excerpts of the speech of the Director-General of Unesco on this occasion.

India

International Literacy Day was celebrated on 8 September in almost all states. Various universities and colleges, educational institutions, Unesco Clubs, state committees for Unesco and voluntary organizations commemorated this date by organizing meetings, seminars, symposia, essay competitions, and the participation of eminent speakers in the different events. During the year, a review of the on-going National Adult Education Programme was conducted, to identify weaknesses and to suggest changes in the implementation methodology. The state governments have responsibility for implementation of all aspects of the programme through all the agencies of the state. Every state and union territory has taken steps for the implementation of the programme. This year, a commemorative poster was produced by the National Adult Education Programme and distributed widely.

Indonesia

The Director-General of the Non-Formal Education, Youth and Sports instructed each provincial office of the Department of Education and Culture to hold a ceremony to celebrate International Literacy Day. Among the suggestions given were: the invitation to all Indonesian citizens to participate in the eradication of illiteracy by teaching the methods of 'package A'; establishing village libraries; forming of new learning groups; evaluating the results of the literacy campaign. Prior to 8 September celebrations, an expert panel was held on 'the role of Meunasah (a religious institute learning centre) in eradicating illiteracy' and 'the role of the village library in teaching package A'. The main celebration of this year was centred in Aceh province, North Sumatra, where illiteracy is still rife. The Minister of Education and Culture accompanied by the Director-General of Non-Formal Education, Youth and Sports, visited Aceh from 1 to 5 September 1980. They visited all the literacy centres in the area, held a special ceremony on 4 September. Speeches were given by them and by the Governor of Aceh and the leader of the women's organization. The national oil company (Pertamine) offered three million books on 'package AL-A20' at the ceremony. The theme of this year's celebrations was 'Let us learn or teach package A to live a prosperous life'.

Iraq

On the occasion of International Literacy Day, the Iraqi Higher Council for National Compulsory Literacy Campaign opened exhibitions of photographs of the literacy campaign, held television programmes on channel 9 on the activities of the literacy campaign and interviews with the people concerned; published essays, and celebrated at all the directorates of the literacy campaign throughout the country.

Ivory Coast

8 September was marked by the issuing of press statements designed to promote public awareness of the problems associated with the eradication of illiteracy. The Ivory Coast National Commission for Unesco organized national literacy days on 16, 17 and 18 December.

Jamaica

The Jamaican Movement for the Advancement of Literacy (JAMAL) is an integral part of the Ministry of Education. JAMAL is present in the mass media to promote public awareness on the problem of illiteracy. On 8 September, International Literacy Day, the National Quiz Championship Final Competition was held. This is an annual motivational exercise among students and classes of JAMAL literacy programme. The competition was carried on the national radio and television stations. It was jointly promoted by the Jamaica Broadcasting Corporation and JAMAL Foundation. Valuable trophies and prizes were presented by leaders of government, the opposition as well as the private sector. These included scholarships, paid vacations, etc. The whole month of September was dedicated to invite public participation in JAMAL's activities through an open-house policy. Students in literacy classes participated in the month's activities by displaying their achievements.

Jordan

The Ministry of Education, the Ministry of Information and the Ministry of Religious Property, Worship and Islamic Affairs were all involved in the celebrations of International Literacy Day. On 8 September, the Minister of Education spoke to the nation. The text of his address was distributed to all state and private schools in the kingdom. It was also broadcast on radio and television and published in local newspapers. On the instructions of the Ministry, flags were hung and notices and posters were displayed in all the kingdom's main assembly points. The material concerned was also distributed to the education departments of the kingdom's prefectures and governorates, which themselves organized a variety of commemorative events. To mark the occasion, a three-day exhibition of drawings, posters and photographs was staged at the Ministry to publicize the achievements of the Adult Education Service. As in the past, national television played an active part in the celebration of International Literacy Day by showing a series of special programmes on literacy work, which included in particular interviews with trainees attending literacy courses. Newspapers published surveys and interviews on the subject of adult education in Jordan. During the month of September, prayer leaders of the mosques, preachers, religious chaplains and custodians of religious property were invited to refer to the problem of illiteracy during their Friday sermons and to encourage the illiterate to enrol at literacy training units.

Kuwait

On the occasion of International Literacy Day, a booklet was issued in 1,000 copies and distributed widely among the diplomatic missions in Kuwait through the Ministry of Foreign Affairs and also to regional offices in Arab states. The booklet reproduces the speech of the Minister of Education; a comprehensive report of Literacy and Adult Education Department programmes; information on the different syllabuses used in Kuwait; information on the activities of the literacy and adult education centres; statistical tables showing the latest developments in the number of centres, classes, number of participants and number of teachers, during the period 1979-1980. Kuwait radio broadcasted seven different speeches on 'the eradication of illiteracy and the necessity of women's education'; local newspapers participated on this occasion by publishing special articles on the subject. A film of 16 mm of twenty-minutes duration was produced. The film illustrates the adult education programme and the activities of the adult education centres. The film was shown during the scholastic year 1981-1982 when a number of citizens were invited to see it.

Lao People's Democratic Republic

International Literacy Day was celebrated in the Lao People's Democratic Republic with an official ceremony presided over by the Deputy Prime Minister, the Minister of Education, Sport and Religion and the Assistant Director of the Central Committee for Literacy Training. At this ceremony, which was attended by some

200 people from the various regions of the country and by representatives of international organizations, a talk was given on the background to International Literacy Day and on the measures adopted to combat illiteracy. The Deputy Prime Minister delivered a speech which was followed by a statement by the Deputy Minister of Education, Sport and Religion. The media as a whole made a valuable contribution to the success of International Literacy Day celebrations in the country.

Lebanese Republic

The celebration of International Literacy Day was marked this year by a greater effort to promote public awareness in this area through the press. On the initiative of the Lebanese National Commission for Unesco, all the main Lebanese newspapers published individual features on the problem of literacy. National radio was also very actively involved in the celebration of International Literacy Day.

Madagascar

International Literacy Day was organized this year around the national theme: 'MAHOMBY KOKOA NY TOLONA,'RAHA MAHAY NY FOKONOLONA'('The revolution will gain many more victories if the Fokonolona are educated'). To mark the occasion, various celebrations were organized in the main centres of the various decentralized communities to publicize the benefits of literacy in the construction of a socialist society, to evaluate results over the last two years, to stimulate effective public involvement in the struggle against illiteracy, and to reward praiseworthy efforts. To this end, the speech of the Minister for Population and Social Affairs was widely circulated at the Fokonrany and Firaisana level and in the literacy training units, together with addresses by the local authorities, members of the Executive Committee and literacy teachers. In addition, diplomas were awarded to newly literate students and a collection of school material was arranged. At the Fivon Dronana and Faritany level, literacy training officials drew up a situation report on literacy work and the Chairman of the Executive Committee made an important speech. Other celebrations to mark the 8 September included sports meetings and cultural events and the presentation of merit awards to deserving Fokontany. Mention should also be made, finally, of the radio and television reports broadcast throughout the day by the Malagasy Radio and Television Service. In Antananarivo, the 8 September celebrations included a number of activities: exhibitions of photographs, statistical tables, literacy and post-literacy documents and materials, school-books etc.; film shows; school equipment collections; prize-giving ceremonies; and fund-raising sports and cultural events.

Malawi

Due to the National Annual Convention held in September, Malawi observed International Literacy Day on 13 October 1980. This was the second time Malawi celebrated this date, the first time being in 1975. The ceremonies included the presentation of literacy certificates by the Minister of Community Development who is responsible for adult literacy in the country, and by other local leaders, including members of Parliament, party officials and chiefs. Motivational radio programmes were transmitted by Malawi Broadcasting Corporation. A poster depicting one of the problems caused by illiteracy was placed in strategic points throughout the country. There was an official opening of twenty literacy centres all over the country and a district development committee meeting was convened in order to promote literacy activities in that district.

Maldives

Since February 1980, there is a country-wide functional literacy programme which aims at educating the masses with the basic educational attainments in order to enable them to participate fully in the National Development Plan. The programme has three phases and covers from 1980 to 1985, with a cumulative target of 14 per cent for the functional literacy in the first phase (1980) and 48 per cent for the second phase (1981/1982).

Mauritius

The Mauritius National Commission for Unesco published a special bulletin which was widely distributed among all schools and Unesco Clubs. Besides providing basic data on Mauritius and on Rodriquez, the issue deals with 'The myths and realities of literacy efforts' and with 'Aspects of legislation for adult education'. It also provides statistics of educational attainment in Mauritius and information on resource centres for literacy all over the world. On 8 September, a special radio programme was devised by the audio-visual section of the Ministry of Education. Literature and documents were distributed to educational institutions and to Unesco Clubs.

Mexico

On the occasion of International Literacy Day, the Under-Secretary for Basic Education of the Secretariat for Public Education organized a series of activities. These included one-day seminars at each of the Regional Offices, presentation of the records of the opening and closing of adult education courses and the awarding of prizes for literacy workers of the Office of Indigenous Education. The prizes were: two thousand Mexican pesos for the best working report from each Regional Office on the supervision of adult literacy training for indigenous populations; one thousand Mexican pesos for the second-best working report from each Regional Office on adult literacy training for indigenous populations; and finally, ten diplomas for the ten next-best working reports on the same subject. The seminars on adult literacy training for indigenous populations held at each Regional Office dealt with activities carried out in 1979/1980 and literacy work projects for 1980/1981. Taking part in these symposia were the General Delegate of the State Secretariat for Public Education, the State Co-ordinator for Indigenous Education and the Regional Director. The seminars took place between 17 September and 17 October 1980.

Monaco

Radio Monte-Carlo broadcast an information bulletin on the celebration of 1980 International Literacy Day.

Netherlands

The Unesco Centre in Netherlands provides information on literacy since 1966 and raises funds on a modest scale for literacy projects in developing countries.

In 1980, 'ABC Dag' (Literacy Day), the Unesco Centre issued a small poster with the slogan 'Support Unesco projects for the struggle against illiteracy'. This poster was enclosed with the Dutch publication of 'Unesco features and youth news', No. II-1980, that was sent to secondary schools and to teachers of civics. In the Unesco Centre newsletter, a number of articles were dedicated to Literacy Day and the activities connected. The Netherlands World Broadcasting System interviewed a member of the Unesco Committee in Haarlem on the celebration of

International Literacy Day in the Netherlands. During this broadcast in French, special attention was given to the activities in the framework of the Co-operative Action Programme of Unesco in the fight against illiteracy in Haiti, Thailand, Nicaragua, Peru and other countries. On 8 September, the Director of the Unesco Centre spoke about illiteracy in a radio broadcast on current events 'Here and now'. Local and regional newspapers devoted articles to 'ABC Dag 1980' and a written lesson on 'The struggle against illiteracy' was circulated widely. At the end of 1979, International Year of the Child, funds were provided to the project 'Books for children everywhere', for the benefit of libraries in Nigeria and Sri Lanka, as a follow-up of Literacy Day 1979. During 1980, $36,000 were gathered in order to support projects in Fiji, Kenya, Haiti, Peru, Nicaragua and Thailand.

Nigeria

The Federal Ministry of Education, Primary and Adult Education Section, organized the celebrations of International Literacy Day. Circular letters were sent to all states inviting them to celebrate. Voluntary organizations, adult education departments in the universities took an active involvement in the celebrations. The mass media launched an effective information campaign four weeks before 8 September. On this day, the radio, television and newspapers carried messages from the Federal Ministry of Education and from the Commissioners for Education all over the country. Posters and slogans were displayed in public places. Announcements were made at the churches and mosques and other public places on the facilities open to illiterates and new literates. In Lagos and in other state capitals, the day was marked by a number of events including seminars, book exhibitions and lectures on literacy. Literacy certificates were presented to new literates. Some states chose their own theme for the celebrations of the year, Bendal state for example chose the theme 'Functional literacy for national development'.

Sultanate of Oman

This year's celebrations coincided with the tenth anniversary of the Sultanate of Oman, on 10 November 1980. Thus a major ceremony was held under the auspices of the Minister of Education at the Literacy and Adult Education Centre at Al-Chabra school. One of the new achievements in the literacy field is the opening of a library for newly become literate adults in subjects such as history, social sciences, hygiene, agriculture, natural sciences, etc. in order to promote cultural, scientific and social development so that they may participate more effectively in the life of the country. In a speech delivered by the Omani Minister of Education which was transmitted by the local mass media, the Minister, underlining the Ministry's endeavour to ensure fair distribution of literacy centres among all parts of the Sultanate, announced adult education classes for those who had succeeded in their literacy classes and the provision of a library for adults with ten simplified textbooks. At the local level, the Ministry of Education organized local events with the active participation of the Directors of Education. Slogans and posters were produced, special programmes were organized, the audio and visual media transmitted talks, special programmes, debates, interviews, etc. The press published several articles on this occasion.

Panama

The 8 September was celebrated enthusiastically in 1980 throughout the country. The Ministry of Education and the Office of Literacy Training and Adult Education appointed a committee to organize a programme of activities for International Literacy Day. This committee assumed responsibility for preparing the address to be delivered on that occasion, for lobbying the press, radio and television to ensure coverage of the activities planned and for preparing publicity notices and posters and a newsletter. Visits to literacy training and adult education centres were arranged, and a circular was sent to these centres calling on them to organize events for the occasion.

On 8 September, two official functions took place: at the function organized by the Department of Literacy Training and Adult Education of the Ministry of Education, speeches were delivered by the Director-General of Literacy Training and Adult Education, the National Director of Education, and the Director of the Panamanian Office of the Organization of American States; the National Director of Education was presented with a draft of the National Literacy Plan for 1981/1982. At the second ceremony, organized by the Department of Literacy Training and Adult Education and the Employers' Association for Literacy Training and Adult Education, speeches were made by the President of the Employers' Association for Literacy Training and Adult Education, the Director-General of the Department of Literacy Training and Adult Education, the Deputy Minister of Education and a female adult student. Activities to promote literacy staged in literacy training and adult education centres throughout the country included exhibitions of work by adults, essay competitions on the subject of International Literacy Day, the crowning of queens chosen for the occasion, and cultural and sporting events.

Papua New Guinea

The Papua New Guinea Education Gazette, published under the authority of the Secretary of Education, in its November 1980 issue refers to the Non-Formal Education Award which was presented by the Summer Institute of Linguistics to the Foe/Fasu Literacy Committee and of the second Non-Formal Education Award given by SIL to Mr Sakeba Sanameng of Loubip Village near Olsobip in the western province. He is a literacy supervisor for the literacy programme in the Failwol language. At present, there are 433 students enrolled in the programme conducted by the Foe/Fasu Literacy Committee. They are taught by twenty-seven teachers, some of whom are young grade 6 graduates. There are three groups: the pre-school level students, school-leavers and adults. The Committee has also set up a library in each village to encourage reading. The books cover such topics as malaria, growing peanuts, trucks, hunting, hygiene and scriptures.

Peru

On the occasion of International Literacy Day, a message was transmitted by all the media and special activities were organized in all the country's education centres, in the context of the School Civics Programme instituted by the Department of Basic Vocational Education and Training, to alert students to the problems of illiteracy. 1980 also saw the framing and launching of the Pilot Literacy Project (PROPAL) in five priority areas--Cuzco (Calca and Sangarara), Huancayo (Satipo), Lima (Ville El Salvador) and Huacho (Humaya)--and experiments with literacy training systems in rural and urban environments. In December, a workshop on the theme 'Experiments in literacy training and adult education in rural areas of the Andean subregion' was held under the auspices of Unesco in Lima. The Government of Peru has instituted a quinquennium for education that gives high priority to literacy training. The government's plan provides for 'the eradication of illiteracy among the population through multi-sectoral state action and popular co-operation in the field of literacy work within the context of the National Community Development Programme'.

Poland

In 1980, the Polish education authorities summarized the accomplishments made during the past five years in order to provide all citizens with a complete primary education of eight grades. There have been national and regional programmes giving the opportunity of completing primary education. One of the results of these programmes is that all employees under forty have achieved full primary education. The percentage of those above forty without full primary education has dropped. In addition, about 460,000 farmers benefited in 1980 of special adult education programmes which enabled them to complete primary education. In the future, adult education will concentrate in out-of-work interest and hobbies for the working people. Wide use will be made of the mass media. There will be popular activities carried and foreign language classes and education for peace will be included in the adult education programme. International Literacy Day provided an opportunity to look at the role of education in the cultural development of the society.

Portugal

To mark International Literacy Day 1980, the Office of the President of the Republic produced and arranged for the widespread distribution of a poster commemorating the event. An exhibition of pictures and graphs illustrating the state of literacy work and adult education in Portugal was organized under the 'National Literacy Training and Adult Education Plan' from 6 to 30 September at the Ministry of Education and Science. The 'National Council for Literacy Training and Basic Education for Adults', a body responsible to the Assembly of the Republic and set up in January 1979 under Law No. 3/79, held its first plenary meeting on this occasion.

Saudi Arabia

On the occasion of International Literacy Day, the Ministry of Education encouraged the newspapers, radio and television to mobilize public opinion on the importance of literacy. A booklet was printed in Arabic containing statistics, diagrams and an account of the literacy activities implemented recently. Posters, leaflets and statistical information were printed and distributed by the Ministry and meetings were organized on the subject. The preachers and the imams asked their audiences to attend literacy classes.

Seychelles

During the week from 3 to 8 September 1980, the Literacy and Adult Education Division of the Ministry of Education and Information organized a week's information campaign through the media. Posters were distributed in all the villages of Mahé and the other major islands of the republic; there was an exhibition of photographs of adult education classes in the state newspaper Nation; Radio Seychelles broadcast interviews of literacy educators and personnel from the Literacy and Adult Education Division. On 8 September, an address was given by the Ministry of Education and Information on 'The right to education as a principle which should be considered sacred'. The speech was released by Radio Seychelles and in the Nation daily newspaper.

Spain

On the occasion of International Literacy Day, events were organized in the various provinces and the press and radio devoted space and time to explaining the significance of the date. The Confederation of Savings Banks has donated sizeable sums of money each year for national awards to teachers of lifelong education for adults. In 1980, the Confederation gave the sum of 130,000 pesetas to the Department of Basic Education for distribution in the form of prizes. Six prizes of 10,000 pesetas each were awarded to teaching teams for efficient work; and fourteen individual prizes of 5,000 pesetas each were awarded to teachers in recognition of their outstanding dedication and achievements. Honorary commendations were also bestowed on teachers, groups, three local authorities and one provincial authority. In 1980, nineteen centres were opened in large towns and industrial and working-class areas, and these will operate full time so as to fit in with people's working and leisure time. Previously, there were ten such centres in existence. One hundred and nineteen basic libraries for adults, each containing 300 works, were distributed to centres, circles and schools involved in adult education. A selection of teaching material was published on the basis of an open competition held in 1979. In January 1980, a Spanish-American seminar on 'Systems of education by radio' was held in Las Palmas, Canary Islands. In the context of Spain's co-operation with the countries of Latin America, a 'Spanish mission' made up of a party of seventy teachers was sent to Nicaragua and played an active part in that country's literacy campaign. As part of the same programme, a Spanish centre offering courses in adult education was opened in Bogotá.

Switzerland

This year, the Swiss press gave special prominence to International Literacy Day. The September 1980 issue of the French and German versions of the newsletter of the Swiss National Commission for Unesco reproduced the article entitled '800 million adults deprived of a basic right' published in April 1980 in the Unesco Courier. Several Swiss newspapers published articles on Unesco's efforts in the field of literacy training and certain newspapers mentioned the literacy prize awarded to Ethiopia in September 1980.

Syrian Arab Republic

The Syrian Arab Republic took advantage of International Literacy Day to launch a public campaign to promote awareness of the importance of literacy work and of the responsibility of every citizen in this regard. A situation report on the achievements to date in this field was published on this occasion by the government. The report highlighted the difficulties that had arisen in the implementation of literacy training programmes and went on to identify possible solutions. As part of the International Literacy Day celebrations, a number of seminars on the various aspects of literacy work were held at the Arab cultural centres and at the headquarters of popular organizations concerned with literacy work. Posters and streamers were displayed in public places. All mail posted on 8 September was postmarked with a stamp emphasizing the importance of literacy. Preachers in the mosques urged illiterate citizens to enrol for literacy training courses and called on the literate to help in the task of providing their fellow citizens with literacy training. In every area the local authorities and popular organizations involved in literacy work organized celebrations to focus public attention on the seriousness of illiteracy and the need to eradicate it. Local newspapers and magazines produced by popular organizations published research and studies on illiteracy. Radio and television broadcast interviews on the subject of literacy training, together with information bulletins on its importance, among other things, as a prerequisite for development. For a week, from 8 to 15 September, slide projections on literacy work were shown in cinemas. The government took special advantage this year of International Literacy Day to highlight the measures taken under the 1980 plan, organizing for this purpose a series of events which included end-of-course ceremonies, the presentation of literacy certificates, visits to literacy classes, the inauguration of new courses, prize-giving ceremonies. With the help of young people who had attended vocational training courses organized by the Women's Federation, the Ministry of Education staged an exhibition on literacy work in the village of East Ghanta in Damascus as part of the International Literacy Day celebrations.

Togolese Republic

International Literacy Day was marked in this country by a number of colourful events. In Lomé, the capital, the Minister of Social and Women's Affairs officially opened the printing press of the Department of Literacy Training and Adult Education. The Minister drew attention on this occasion to the purpose of the celebrations, which was to eradicate illiteracy. In Sokosé, Vogan, Badon, Isevie, Dapaong, Mango, Lama-Kara, Pagouda and Bassar, International Literacy Day was celebrated in a variety of ways, with speeches, debates, rallies, lectures and public dances.

Uganda

Due to the prevailing situation in the country and the resultant lack of materials and resources, Uganda could not hold International Literacy Day at the national level. Nevertheless, at district level, eleven districts observed Literacy Day by awarding certificates to nine thousand adults which had become literate. This was the result of the literacy campaign which was conducted from 1979 throughout September 1980.

Ukrainian Soviet Socialist Republic

With the active participation of the National Commission for Unesco, the Ministry of Education and the Ministry of Higher and Specialized Secondary Education organized a number of events which, as in previous years, gave a distinctive stamp to International Literacy Day. To publicize the action taken by Unesco to eradicate illiteracy, a series of high-level lectures, meetings and encounters were organized throughout the country and were attended by eminent scientists, teachers, educators and leading lecturers from the headquarters and local branches of the 'Znamie' ('Knowledge') Association. Other personalities from the field of culture and the arts also took part in these events. The press and television made a valuable contribution to the celebration of the Day, devoting a number of articles, broadcasts and reports to the development of education in the Ukraine and to Unesco's action in support of literacy. In the Ukraine, as in other republics of the USSR, celebration of the Day coincides with the first day of the school year. The Ukrainian Minister of Education chose this occasion to publish a substantial article in leading newspapers on the educational situation and prospects for education in the Ukraine. He also gave an interview to the newspaper Prapour komunizmu on the contribution (services, material help ...) made by teachers and the Ukrainian Republic to the struggle against illiteracy in the world. The Vice-Ministers of Education, for their part, reported on radio and television on the successes recorded in the field of education in the Ukraine and in numerous developing countries. Schools belonging to the Unesco Associated Schools Project in Kiev, Bogodukhov Slavianogorsk and other towns once again organized conferences and exhibitions on Unesco's action in favour of the development of literacy and education throughout the world. Associated School groups and international friendship clubs are to be found in all schools in the Ukraine and they sent messages of friendship to numerous countries on the occasion of International Literacy Day.

Union of Soviet Socialist Republics

In the Soviet Union, the problem of illiteracy no longer exists, but this country nevertheless celebrates International Literacy Day each year with all the other Member States of Unesco. This year, the Minister of Education declared that 8 September had always offered a splendid opportunity for reminding the international community of his country's efforts in providing literacy training for its population, which had had one of the highest rates of illiteracy in the world, and of his country's contribution to the struggle against illiteracy in developing countries.

United Kingdom

England and Wales

The Adult Literacy and Basic Skills Unit produced a poster using the theme 'Literacy ... the key to development'. Copies of the poster were sent to every literacy scheme. A sticker was also distributed together with copies of ALBSU newsletter to over 30,000 readers. The ALBSU newsletter, which appeared before 8 September, invited all literacy schemes in England and Wales to 'inform the general public of the essential provision they are making and gain support for their work'. The Adult Literacy and Basic Skills Unit was established on 1 April 1980 for an initial three-year period. It will administer a grant from the Department of Education and Science and the Welsh Education Department for developing within the general education service in England and Wales. The new unit highlights the increased awareness of literacy and basic skills needs in a variety of contexts, and acknowledges the increased involvement of those working in the further education and vocational training areas. As regards special needs, the following groups are attended: ex-offenders; long-term unemployed; students of Caribbean origin, young people and slow learners. With reference to methods and materials, the use of photography as a stimulator in literacy work. Following publication of the report on the review of local authorities arrangements for the school curriculum and of report on surveys of primary and secondary education undertaken by Her Majesty's Inspectorate of Schools, the Department of Education and Science published a consultative paper 'A framework for the school curriculum' in January 1980. This paper emphasized the crucial importance of literacy.

Northern Ireland

The Northern Ireland Adult Literacy Liaison Group, set up by the Department of Education, Northern Ireland, is currently involved in the ongoing assessment of the training needs of teacher/volunteer tutors and courses are arranged as and when necessary. One such course was organized in March for a two-day duration, and was attended by sixty tutors. A book list, first published in 1977 by the liaison group, has been revised and updated and widely distributed to those involved in adult literacy work. On the occasion of International Literacy Day a number of programmes directed to the adult student were organized by the liaison group in collaboration with the media. Further publicity was given at a stand of the Council for Continuing Education at the annual Ideal Home Exhibition at Belfast held in September. A circular letter was sent to all adult literacy-providing bodies to celebrate this date.

Scotland

In Scotland, literacy is considered within the framework of adult basic education. On 8 September, the media explained this change of concept and gave information on local availability in the rural border region. In Dumfries and Galloway, attention was drawn to the mutual role of libraries and basic education provision scheme. Posters were distributed; there were special radio programmes and press releases. The Scottish Adult Basic Education Unit launched a publication entitled 'Teaching literacy in groups' which was widely distributed. Through the BBC's World Service, the unit informed of its links with countries such as India, where it contributed to the production of a field manual for literacy workers in South India.

United Republic of Cameroon

International Literacy Day in Cameroon was marked by ceremonies in a number of towns and by the publication in the Cameroonian press of a review of literacy activities for the period 1964-1980. The major lesson to emerge from literacy training experience so far was the need to renew the struggle against illiteracy, to experiment with new approaches and to draw up a strategy for the eradication of illiteracy. In Edéa, International Literacy Day was celebrated with a ceremony held at the TA NEAL social centre. Following speeches by the Departmental Inspector of Youth and Sports for Sanaga-Maritime and the Chairman of the Departmental Branch of the UNC, those present heard a recital given by a number of adult students at the Ekiré Literacy Training Centre, which was followed by the presentation of the prize. The closing address, given by the Prefect of Sanaga-Maritime, was followed by a display of folk dancing.

United Republic of Tanzania

International Literacy Day celebrations lasted one week from 1 to 8 September. There were demonstrations and public meetings all over the twenty regions of the country. Speeches were given by leaders, and messages were read by the adult learners themselves. Songs, poems and plays were composed by the adult learners and presented in their centres during literacy week. The best were given prizes. The primary-school children also participated in the event. There were various displays of articles made in the adult education handicraft centres. There were articles in needlework, woodwork, tin, etc. Each centre raised funds which were channelled to the Community Development Trust Fund in order to help it implement different programmes. The climax of the celebrations was the award of prizes and certificates to individual learners or groups which had better performed in the various contests already mentioned.

Republic of Upper Volta

International Literacy Day was celebrated with a wide variety of events. The Day was preceded, from 1 to 7 September, by a national literacy week. There was wide coverage of the week's programme of events on national radio and television and in the press. A number of programmes dealt with literacy work in Upper Volta and radio flashes on the fight against illiteracy focused attention on the event. On 1 September, a programme was devoted to the message from the Minister of Education and Culture; on 4 September, there was a round-table discussion involving the heads of the literacy training services on the theme 'Participation by government officers in the national publicity campaign for the promotion of functional literacy'. On 6 September, there was a special broadcast on literacy by the Division of Functional and Selective Literacy (DAFS). In the course of National Literacy Week, meetings with business leaders were organized to alert them to the importance of providing literacy training for their employees. The National Institute of Education (INE) issued a statement on the introduction of the teaching of national languages in the context of the reform of education in Upper Volta. In a lecture given on 5 September, the head of the Young Farmers' Training Scheme (DSFJA) outlined the FJA's current policy in the field of literacy training.

On 8 September, slogans were relayed by the media and a recorded message from the President of the Republic to the Director-General of Unesco was broadcast. Finally, on 27 September, the FJA celebrated International Literacy Day at one of its training centres in Kongsabla. The celebrations began with speeches from the village chief, the representative of the Secretary-General of the National Commission for Unesco, the Unesco project women's delegate, the Departmental Prefect, the head of the Young Farmers' Training Scheme and the Minister of Rural Development. The day's programme included a number of activities: an organized walk for the people of the region, visits to farms, an exhibition on the life and work of young farmers, presentation of the diplomas awarded by the Women's Education Service, performances of traditional and modern ballets and plays, receptions and other popular celebrations. The regional branch of the service responsible for women's education and participation in development also took part in the Literacy Day activities.

Uruguay

8 September 1980 was marked by celebrations in all the country's schools, which had extended special invitations on this occasion to parents. These events were attended by development committees and other educational authorities. At departmental level, the departmental inspectors of primary education broadcast radio and television statements underlining the importance and scope of literacy work. At national level, the press and television made reference to International Literacy Day. In Montevideo, a gathering of delegates from twenty-seven adult education centres and their respective teaching staff was organized in the '18 de Mayo Hall'. Other participants in this event were the junior choir of the Elementary Music School and officials of the National Education Council.

Venezuela

The President of the Republic of Venezuela, Luis Herrera Campins, sent a letter to the Director-General of Unesco in which he restated his commitment to give top priority to education, having regard to the fact that 'it is the most appropriate way to bring about a reduction in dependence and to promote social equality'. In the same letter, he referred to the legislative and administrative measures taken by his government and the general objectives of the VI National Plan, which bear witness to this objective.

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GOVERNMENTAL AND NON-GOVERNMENTAL ORGANIZATIONS

MOBRAL

8 September 1980 marked the tenth anniversary of MOBRAL's involvement in the struggle against illiteracy in Brazil. MOBRAL's policies are currently being reslanted towards community education.

World Young Women's Christian Association

On the occasion of International Literacy Day, the World Young Women's Christian Association drew the attention of all of its associates to the ongoing work in literacy and the celebration of the Day by publishing Unesco Director-General's message in their publication 'Common Concern'.

International Reading Association

At least thirty-five local and state reading councils celebrated Literacy Day in 1980. The Central New York Council had an exhibit of literacy materials. There was a lot of publicity. One of the local television stations allocated a half-hour talk-show 'Open Line' to literacy. Newspapers co-operated also. The Laubach Literacy International, Literacy Volunteers of America and Literacy Volunteers of Greater Syracuse participated in a panel discussion entitled 'Literacy Challenges'.

The Montana State Reading Council in its 'Montana Range Reader' newsletter, in its fall issue, published articles on the celebrations which took place in Montana. It also invited teachers to develop follow-up activities mostly dealing with the development of reading materials. A literacy award was presented to the person which had best contributed to literacy in Montana. The Ulster Country Reading Association presented an award for outstanding work in the field of literacy at its 16 September meeting held at the State College, New Paltz. The Volunteer Center Inc., a United Way Agency and the Voluntary Action Center of Onondaga County held different events to commemorate this date. A panel discussion on the theme 'Literacy Challenges' was held in Soule branch library. The Frederick Country Reading Council celebrated International Literacy Day at the South Frederick elementary school by a special ceremony. A Frederick Literacy Award was given on this occasion. There were book exhibits and discussions on topics such as 'The exceptional child--yours, mine or ours' organized by the Western Mangland Reading Council and on 'Parents, how you can help your child read' at North Frederick elementary school.

International Film and Television Council

The International Film and Television Council invited its thirty-seven international affiliates to commemorate International Literacy Day on 8 September in order to intensify literacy work through audio-visual means.

World Federation of Democratic Youth

On the occasion of 8 September, the World Federation of Democratic Youth expressed its support for nations and young people fighting against illiteracy. It called on its member organizations to contribute in practical terms to the struggle against illiteracy and in favour of human rights.

World Federation of Trade Unions (WFTU)

On 1 September 1980, WFTU issued an important statement on the occasion of International Literacy Day. In this statement, it stressed the importance of functional literacy as a way of enabling individuals to play an effective role 'in political, trade union and social life and in the creation of material and intellectual wealth'. It also called upon trade unions, whose contribution to the eradication of illiteracy has always been a valuable one, to participate in the planning and implementation of all kinds of literacy programmes.

Summer Institute of Linguistics--Papua New Guinea Branch

On International Literacy Day, the Summer Institute of Linguistics Non-Formal Education Award was presented to the Honourable Sesemena Kungamena, member of the Southern Highlands Provincial Government, on behalf of the Foe-Fasu Literacy Committee. The Director of the Summer Institute of Linguistics presented a cheque of K200 for the first prize. The committee will use the funds to further its work in vernacular literacy in the Foe and Fasu languages. The SIL Non-Formal Education Award arose as a direct result of the Summer Institute of Linguistics receiving the 1979 Unesco Literacy Award for its work in Papua New Guinea. In consultation with the Department of Education, the Institute decided to set aside a portion of their prize to encourage Papua New Guinea's activities in vernacular literacy and non-formal education. A second prize of K100 was also given to Mr Sakeba Sanameng of Loubip Village near Olsobip in the western province. He is a literacy supervisor for the literacy programme in the Failwol language. He is also involved in literature production and is operating a trade store in his village.

National Federation of Voluntary Literacy Schemes

The National Federation of Voluntary Literacy Schemes is a non-statutory organization active in the field of literacy and basic skills provision. Members include national associations, councils of voluntary service, adult education centres, etc. It is based in London. On International Literacy Day, the National Federation sent a press release on the views of the Secretary of the Federation who, when dealing with the subject proposed by Unesco 'Literacy as the key to development', made a special appeal for educational leave for workers for the acquisition or improvement of basic skills.

The World Organization of the Scout Movement

On the occasion of International Literacy Day, the World Organization of the Scout Movement in its circular letter No. 9, 1980, invited all scouts associations to reflect on literacy problems. The publication 'Scouting and literacy' was sent to all associations suggesting its use. This didactic material is destined to scout leaders for use in training courses, during literacy campaigns and for projects related to literacy. A specialized workshop on literacy was held in Saudi Arabia in the month of December. This event was organized by the scout movement.

Workers' Lifelong Education Service (Servicio de Educación Permanente de los Trabajadores--SEPT), Barcelona, Spain

On 8, 9 and 10 September 1980, the Workers' Lifelong Education Service organized its third adult education seminar. Taking part were representatives from Andalusia, Catalonia, the Basque country, Galicia, the Canary Islands, Valencia, Madrid, Extremadura, Murcia and from organizations responsible for basic adult education.

One outcome of this seminar was a request to the Ministry of Education to increase the funds allocated to lifelong adult education and a request not to reduce the number of adult education teachers in Andalusia, Galicia, Extremadura, the Canary Islands and Madrid. The seminar passed a recommendation calling for the production of school maps, the initiation of intensive literacy campaigns, applied research, teacher training and the preparation of appropriate teaching materials for adults. In conclusion, it was agreed that adult education required the provision of a wide range of resources and the participation of all the training staff at the disposal of the community. Cultural and civic centres, schools and the mass media were urged to step up the general level of their educational activities.

CELEBRATION OF THE DAY IN PICTURES

Note

The photographs reproduced here illustrate the events held at Unesco Headquarters and in just a few Member States on the occasion of International Literacy Day. We should be very grateful if, in the future, you would send us as many photographs as possible for this section.

At Unesco Headquarters

(Photos 1-7)

In Member States

Haiti

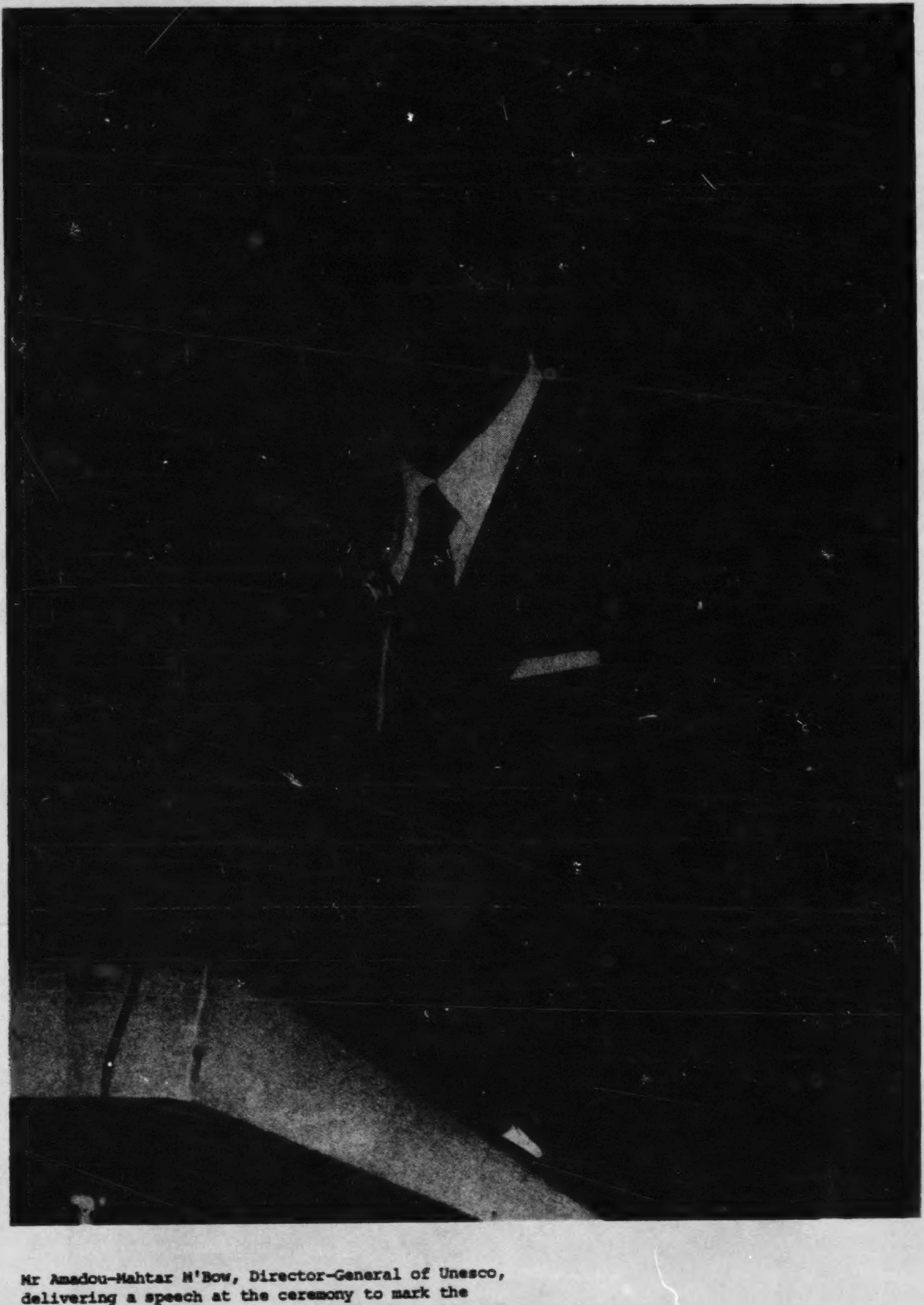
(Photos 8 and 9)

Jordan

(Photos 10, 11 and 12)

Papua New Guinea

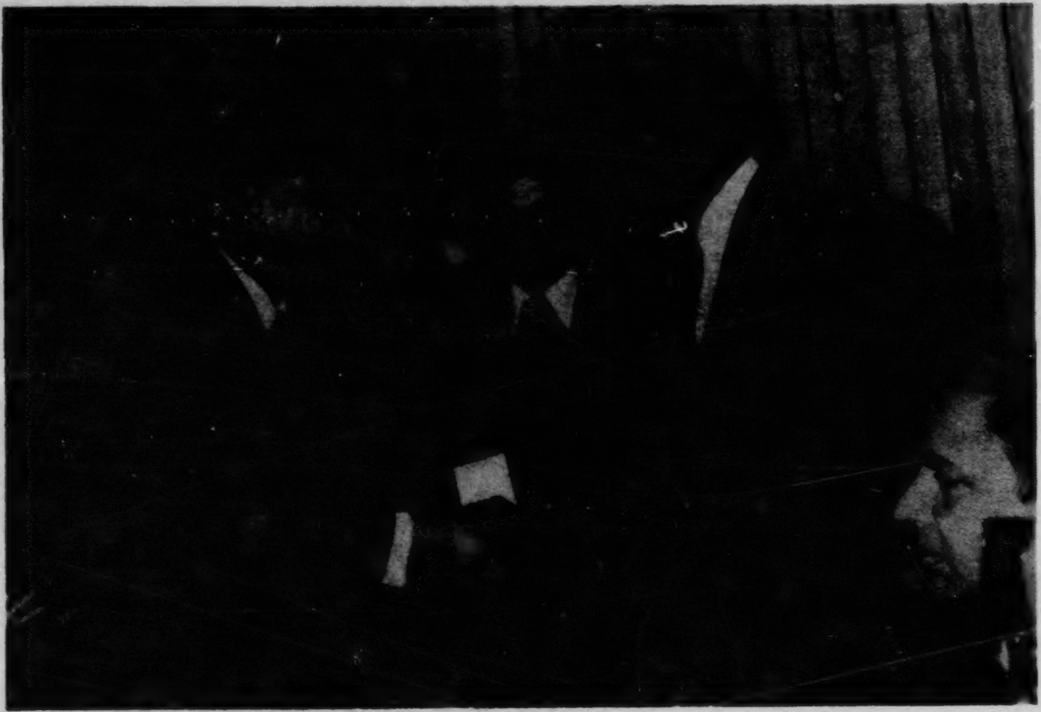
(Photos 13, 14 and 15)



Mr Amadou-Mahtar M'Bow, Director-General of Unesco, delivering a speech at the ceremony to mark the 14th International Literacy Day, held in Paris on 8 September 1980.

H.E. Dr Tunnerman, Minister of Education of Nicaragua, receiving the Nadezhda K. Krupskaya Prize 1980, awarded to the Nicaraguan National Literacy Campaign.

H.E. Mr Goshu Wolde, Minister of Education of Ethiopia, receiving the International Reading Association Literacy Award on behalf of the Ethiopian Co-ordinating Committee for the National Literacy Campaign.



Mr Amada Berthe, Director-General of the National Directorate of Functional Literacy and Applied Linguistics of Mali (DNFLA) receiving the Noma Prize, which was awarded for the first time in 1980.

Mr Guilherme Henriques Soza, Director of the National Literacy Centre of Angola, receiving the honourable mention of the Nadezhda K. Krupskaya Award 1980 on behalf of the Centre.

H.E. Mr A. Seydou, member of the Permanent Delegation of Niger to Unesco, receiving the honourable mention of the International Reading Association Literacy Award for 1980 on behalf of the Literacy Training Centre in Niger.

Dr A. Silim, Adviser to the Minister of Education of Bangladesh, receiving from the Director-General of Unesco the honourable mention of the Noma Prize 1980 on behalf of the Bangladesh Association for Community Education.

Procession in the streets of Cayes, Haiti, on the occasion of International Literacy Day, 8 September 1980.

Presentation of certificates to the newly literate by the Under-Secretary of State for Education at a ceremony held on 8 September 1980 to mark International Literacy Day.

Jordan The Ministry of Education of Jordan organized various events to celebrate International Literacy Day 1980.

Exhibition organized by the Ministry of Education on the occasion of International Literacy Day, 8 September 1980.

Dr Bruce Hooley, Director of Summer Institute of Linguistics, presents the literacy award to Pastor Sesemena Kungamena, Member of the Southern Highlands Provincial Government. Watching are Dasobo Gu'uru, Literacy Supervisor, Jim Parlier, Associate Director of SIL, and John Croft, Provincial Literacy Co-ordinator.

Pastor Sesemena Kungamena, Member of the Southern Highlands Government, describes the Foe-Fasu literacy programme to John Croft, Provincial Literacy Co-ordinator, Bruce Hooley, Director of SIL, and Jim Parlier, Associate Director of SIL, Dasabo Gu'uru, Literacy Supervisor and Secretary of the Literacy Committee listens.

Dr John Croft, Literacy Co-ordinator for the Southern Highlands Province, points out the various parts of the province where literacy programmes are in operation to Dr Bruce Hooley, Director of SIL.

OTHER NEWS

The next International Literacy Day (1981)

International Literacy Day next year has quite a few surprises in store for us. With the aim of giving a special stamp to the event and providing a boost for literacy schemes around the world, the Unesco Secretariat is preparing a series of new ventures. On the occasion of the next prize-giving ceremony, there are for example plans for the Director-General to give a press conference on the situation in the world today regarding literacy and for the delegates attending the United Nations Conference on the Least Developed Countries, to be held at Unesco Headquarters from 1 to 14 September 1981, to attend the ceremony and the opening of the Ethiopia Exhibition.

1980 Literacy Prize

As was the case last year, 1980 saw the establishment of a new literacy prize (Noma Prize). This prize, donated by Mr Schoichi Noma, Chairman of a major Japanese publishing house, is primarily intended, as we stated at the beginning, to reward achievements in the post-literacy field.

List of winners of the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award and the Noma Prize 1980

List of prize-winners for 1980.

Address by Mr Amadou-Mahtar M'Bow, Director-General of Unesco, on the occasion of the Fourteenth International Literacy Day

Text of the Director-General's speech.

United Nations Educational,
Scientific and Cultural Organization

Nadezhda K. Krupskaya Prize, International Reading Association Literacy Award and Noma Prize

1980

Meeting on 27, 28 and 29 August 1980 at Unesco Headquarters in Paris, THE JURY appointed by the Director-General to award the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award and the Noma Prize in recognition of the services of institutions, organizations or individuals having distinguished themselves by making a particularly meritorious and effective contribution to the struggle for literacy,

Recalling that the Nadezhda K. Krupskaya Prize and the International Reading Association Literacy Award were endowed in 1969 and 1979, respectively, through the generosity of the Government of the Union of Soviet Socialist Republics and the International Reading Association,

Thanking Mr. Shoichi Noma for his beneficence in endowing the Noma Prize which shall be conferred for the first time this year and recalling in this connection the desire expressed by the donor that, to the extent possible, this prize be awarded to recognize meritorious work in the area of post-literacy,

Noting with satisfaction that several candidatures examined this year have effectively mobilized the human and material resources of their nations to launch large-scale literacy actions as part of an overall endeavour to create new and more just societies,

Observing that several submissions are outstanding examples of comprehensive programme planning combining the teaching of reading and writing with imaginative post-literacy activities designed to sustain, advance and apply the literacy skills of the participants,

Considering as an important measure of progress the evidence of more systematic and scientific approaches to literacy work to which several of the programmes examined bear witness,

Recalling, at the same time, that literacy work depends now, as always, upon the devoted efforts of selfless men and women,

Having examined the 20 nominations submitted by governments and international non-governmental organizations and in compliance with the stipulations and criteria of the General Rules,

has unanimously decided to award,
Firstly, the 1980 Nadezhda K. Krupskaya Prize

to the NICARAGUAN NATIONAL LITERACY CAMPAIGN for having (1) proclaimed the achievement of universal literacy a measure essential to the reconstruction of the Nicaraguan nation; (2) launched a massive campaign dedicated to the heroes and martyrs of liberation which, it is reported by the Government, recruited and trained 120,000 volunteer teachers who, in less than five months, taught more than 400,000 persons to read and write, thereby reducing the rate of illiteracy from 50 to 13 per cent; (3) planned and initiated a systematic post-literacy programme in order to consolidate and build upon the remarkable achievements of the literacy campaign; and (4) offered an enduring testament to the nobility of the human spirit through the exemplary devotion to duty of its volunteer teachers, more than fifty of whom have given their lives in the service of their compatriots.

secondly, to confer the
International Reading Association Literacy Award for 1980

upon the ETHIOPIAN CO-ORDINATING COMMITTEE FOR THE NATIONAL LITERACY CAMPAIGN for (1) developing a broadly based organizational structure which has permitted the effective mobilization of the resources of society in the cause of literacy; (2) systematic planning of literacy work combining the initial teaching of literacy and numeracy with remedial and follow-up courses conceived in a perspective of life-long education; (3) preparation of innovative literacy materials which have been published in five national languages and distributed in more than fifteen million copies; (4) achievement of impressive results in the National Literacy Campaign in the first stage of which more than five million persons were reached, and (5) the positive impact which the Campaign has had upon the national life of Ethiopia and, in particular, on the overall pace and scope of national development;

and, thirdly, to bestow the first Noma Prize

upon the NATIONAL DIRECTORATE OF FUNCTIONAL LITERACY AND APPLIED LINGUISTICS OF MALI for: (1) The pre-eminent importance which it has assigned to post-literacy activities and for the development of innovative follow-up methods and materials through the application of a systematic and scientific approach; (2) its significant contribution to the preservation and advancement of an authentic national culture through the standardization, development and use of national languages as well as through the preparation of literacy and post-literacy materials based upon the oral traditions of Malian peoples; (3) relating the teaching of literacy and numeracy to the everyday needs and interests of the participants in a manner which has made the title "functional literacy" an apt description of the Directorate's programmes; and (4) the continuity and progress of its work which was begun within the framework of the Experimental World Literacy Programme and which the National Directorate has pursued with perseverance, imagination and increasing effectiveness for over a decade;

THE JURY, conscious of the need to recognize, reward and encourage those projects and activities in the field of literacy which can serve as a source of inspiration and emulation, has further decided

to confer an honourable mention of the
Nadezhda K. Krupskaya Prize

upon the NATIONAL LITERACY CENTRE OF ANGOLA for having launched, immediately after independence was attained, the National Literacy Campaign which, operating under difficult conditions and circumstances, has offered literacy instruction to 300,000 persons during the past three years; for the establishment of facilities and structures for literacy and post-literacy in even the remotest areas of the country; and for its persevering efforts to mobilize the entire Angolan population, particularly through the efforts of youth and popular organizations;

to award an honourable mention of the
International Reading Association Literacy Award

to the LITERACY TRAINING CENTRE in NIGER for developing on the basis of field experience and reflection a staff training and research programme for confronting a situation of mass illiteracy among an estimated 90 per cent of the population; for its efforts to render literacy instruction relevant to the needs of rural communities and its farsightedness in integrating literacy and post-literacy actions in the district in which it conducts its field training, thereby establishing an effective model which may be adopted at national level; and for the exemplary spirit of regional co-operation which the Centre has manifested by inviting citizens of neighbouring nations to participate in its training programmes:

to award an honourable mention of the
Noma Prize

to the BANGLADESH ASSOCIATION FOR COMMUNITY EDUCATION for its significant contribution as a non-governmental organization to the causes of literacy and post-literacy through the activities it sponsors - particularly, the publication of an informative and widely-distributed monthly newspaper, *Gonoshikka*- as well as through the effective support it renders to government literacy efforts; for its provision of education in health and community matters; and for the example of selfless service on the part of concerned men and women which it sets to humanity;

Having examined with satisfaction fourteen other submissions for the 1980 prizes for meritorious service in the field of literacy, THE JURY wishes to pay special tribute to the following: Mrs. RUTH JOHNSON COLVIN and the LITERACY VOLUNTEERS OF AMERICA, which she founded, for persevering and dedicated service to the cause of literacy; the WOROWORODOU CENTRE IN GUINEA for its development of literacy materials and methods attuned to the interests and needs of rural communities; EL HADJ MAHMOUD BA, founder of the AL FALLAH SCHOOLS and nominated by the ISLAMIC REPUBLIC OF MAURITANIA, for successfully adapting traditional education to new purposes while safeguarding its authenticity; the DEPARTMENT OF LITERACY AND ADULT EDUCATION of PARAGUAY for steadfastness and imaginative use of mass media in the struggle against illiteracy; the COMMUNE OF PHU PHUNG in the south of VIET NAM for the example it provides of total community commitment to literacy work; the WORLD YOUNG WOMEN's CHRISTIAN ASSOCIATION OF INDIA for its efforts in bringing literacy to women, who represent a growing majority of the world's illiterates; and the LESOTHO DISTANCE TEACHING CENTRE for its pioneering efforts in introducing innovative approaches for promoting literacy and post-literacy under difficult conditions and circumstances;

Finally, mindful of the offence to human dignity and the impediment to the progress of individuals and nations which illiteracy constitutes, THE JURY launches an urgent appeal to the international community to strengthen co-operation among States and peoples, and to take every measure necessary to mobilize resources and energies in order that the last two decades of the 20th century be a decisive turning point in the historic struggle to liberate humankind from the plague of illiteracy.

Members of the Jury:

Mr. Malcolm Adiseshiah, Chairman
H. E. Mr. Rodolfo Barón Castro
H. E. Mr. Ben Mahdy Cissé
Mr. G. N. Filonov
Mr. James Robbins Kidd
Mr. Thomas G. Sticht

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

Address by
Mr. Amadou-Mahtar M'Bow

Director-General of the
United Nations Educational,
Scientific and Cultural Organization
(Unesco)

on the occasion of the Fourteenth
International Literacy Day

Paris, 8 September 1980

Mr. President of the General Conference,
Mr. Chairman of the Executive Board,
Members of the Jury,
Excellencies,
Ladies and Gentlemen,

This is the fourteenth occasion on which we have celebrated International Literacy Day, recommended by the World Congress of Ministers of Education on the Eradication of Illiteracy, held in Tehran in 1965. That Congress had highlighted the extent of illiteracy in the world, and brought out the need to undertake its eradication.

Fifteen years have passed. While notable progress has been accomplished, the problem remains unchanged. Indeed, it is likely to become more acute if we do not act with greater determination, and on a larger scale.

It therefore behoves us to look clearly, as we do each year on this eighth day of September, at what has been accomplished, but also and above all to undertake a self-examination and to measure what remains to be done in order to attain the basic objective which today's societies must set themselves, namely, the elimination of illiteracy once and for all and the extension of education to everyone.

The number, diversity and calibre of the candidatures submitted to the international Jury whose task it is to award the literacy prizes are proof of the interest which a growing number of sectors are taking today in the problem of literacy. Governments of Member States, non-governmental organizations and volunteers from all walks of life are making the most praiseworthy efforts to attain this aim: stepping up current activities, launching new and wide-ranging programmes, adopting innovatory approaches, enacting an ever larger number of laws and regulations designed to promote literacy work. The dedication, ingenuity and enthusiastic support of young people, women, workers, peasants, teachers and of illiterates themselves are increasing on an unprecedented scale. Thanks to these endeavours, the number of those able to read and write has increased during the past decade by 456 million, representing a progression of 30 per cent.

It must however be recognized, thirteen years after the celebration of the first International Literacy Day, decided by the General Conference of Unesco at its fourteenth session in 1966, that, remarkable though they are, these endeavours still remain very inadequate. Despite the sacrifices made, particularly in order to develop primary education, there are in fact many countries where the public authorities have been unable to keep pace with the population growth rate. There are today 130 million children aged between 6 and 11 in the world who do not receive schooling.

Moreover, though it has been possible to reduce the illiteracy rate from 32.4 per cent to 28.9 per cent, the absolute number of illiterates has increased, rising from 742 million in 1970 to 814 million in 1980. If current trends do not change, the total number of illiterates will reach 884 million in 1990, that is, 72 million more than in 1980. In other words, mankind will begin the year 2000 with almost one thousand million men and women who will have received no modern education, not to mention all the children and adolescents for whom access to schooling will be no more than a dream.

Moreover, the number of illiterate women still remains higher than that of men; indeed, the disparity between the two sexes is on the increase. In 1970, the number of women unable to read or write exceeded that of men by some 140 million; it is estimated that this figure will have risen to 194 million by 1990.

Moreover, the highest illiteracy rates occur among rural populations and in the poverty-stricken areas on the fringes of towns and cities. Thus illiteracy and poverty are intimately linked to one another.

In this respect, mankind is facing one of the major challenges of our time. Notwithstanding the immense resources which it commands, should mankind resign itself to approaching the twenty-first century with hundreds of millions of men and women deprived of that principal instrument of human dignity and progress, namely, modern knowledge, ignorant of the very existence of the laws which could protect them in their everyday lives, confined to the least productive and least remunerative tasks, caught up in the vicious circle of ignorance and poverty?

In the light of the experience gained in the world, certain principles may be defined which seem to me to be capable of putting an end to illiteracy. It appears essential, first and foremost, to wage the struggle on two fronts: on the one hand, we must eliminate illiteracy among adults by teaching as many as possible to read and write: on the other hand, we must provide schooling for the maximum number of children of primary school age.

For it has become obvious that the efforts aimed at certain groups of adult illiterates, or even at adult illiterates in the aggregate, are inadequate if they are not accompanied by still greater efforts to stem illiteracy at its source.

However, literacy programmes are not likely to be successful unless they are designed to meet the aspirations and needs of the populations themselves, and unless they foster individual fulfilment and the progress of society. Hence the importance, here again, of basing every endeavour on the will to restore to populations their own dignity.

Subject to that, and having stressed, as in previous years, the magnitude of the problem remaining to be solved, I am happy to be able to point to some recent progress which I find encouraging. In the front rank of the countries pledged to doing away with illiteracy in the near future, I should like today to quote the example of Nicaragua. At the start of the national literacy campaign which followed the liberation struggle, more than half of this country's inhabitants aged 10 and over, that is, approximately one million people, were unable to read or write. At present, six months after the launching of this campaign, Nicaragua has managed, despite its limited resources, to mobilize some 120,000 voluntary literacy workers and to teach over 400,000 people to read and write. Likewise, many other governments and institutions have harnessed available national resources in a manner both realistic and imaginative, and have set up structures designed to foster the creation of a learning environment and the democratization of education.

It was in this spirit that the Conference of Ministers of Education and Those Responsible for Economic Planning of Member States in Latin America and the Caribbean, organized by Unesco in Mexico City in December 1979, invited governments to combat "extreme poverty by using all available resources and means to ensure the general introduction of complete primary or basic education for all children of school age".

It was their concern to eliminate illiteracy among their peoples by the end of the century that prompted the Member States of Latin America and the Caribbean to appeal to Unesco to prepare a major project for that purpose. The main lines of this project are set out in the Draft Programme and Budget for 1981-1983 which I am submitting to the General Conference due to open in Belgrade on 23 September next.

Nevertheless, illiteracy being a problem of truly planetary dimensions, its eradication calls for efforts on a world-wide scale, including the strengthening of international co-operation such as will show greater concern than it has in the past for the fundamental human requirements of authentic development. In this connection, attention must be drawn once again to the disparity between the resources at present available and those that would be needed to provide one-third of mankind with what I shall term the minimum of education and human dignity necessary for existence.

Despite the spirit of international solidarity, to which I wish to pay tribute, of those Governments that have made donations to the Special Account for voluntary contributions for literacy work, the sums allocated for literacy work at the international level remain derisory, at a time when considerable resources are available and are indeed frequently squandered, even by the poorest countries, on a dangerous arms race.

I therefore find myself once again in duty bound to exhort all those in a position to do so to put the works of peace before the works of war, and to increase the total volume of aid devoted to literacy work. May they thereby initiate a vast movement which will enable the upward trend in the absolute number of illiterates to be halted, then reversed, before the end of the century.

For its part, Unesco - whose action in this field takes the form of stimulating, co-ordinating and mobilizing national efforts - has made provision in its Draft Programme and Budget for 1981-1983 for a growth rate substantially higher than that originally adopted for activities relating to the struggle against illiteracy. In addition, in response to an appeal launched by the General Conference, it convened an interagency meeting in April this year with a view to strengthening co-operation among the organizations of the United Nations system in the fields of literacy work and adult education. The work of this meeting made it possible to elucidate a number of guiding ideas for future action which are so many reasons to be hopeful.

The moment has now come to announce the names of the winners of the Nadezhda N. Krupskaya Prize, the International Reading Association Award and the Noma Prize. Before conferring these awards, however, I should like to pay tribute not only to the prize-winners themselves but to all those who, though they could not be included among the prize-winners, are entitled to our gratitude and our admiration for their enthusiasm, their dedication, their ingenuity and their self-sacrifice.

To the members of the Jury who, each year, despite their many commitments, perform with skill and dedication the difficult task of selecting the prize-winners from among so many deserving candidates, I extend once again, on behalf both of myself and Unesco, my sincerest thanks.

Lastly, I should like to express once again my deepest gratitude to the Government of the Union of Soviet Socialist Republics, to the International Reading Association and to the distinguished Japanese publisher, Mr. Shoichi Noma, the founder of the new literacy prize which is now to be awarded for the first time. The support which this government, this international association and this private individual have provided for a great cause constitutes an example which will, I hope, be emulated throughout the world.

Ladies and Gentlemen,

Literacy work lies at the hub of all the efforts by which a people once again takes its destiny into its own hands. It is by acquiring literacy skills that each individual begins to become a full member of his culture, is able to benefit from the accumulated wealth of knowledge and know-how and takes part in the collective process of reflection on the implications of his society's evolution - in a word, becomes a full-fledged citizen.

This is why I address myself to the volunteers, and particularly the younger volunteers who devote their leisure time to this task, as well as to the teachers and to all those who contribute, in whatsoever capacity, to the eradication of illiteracy, in order to express to them, on this International Literacy Day, all my gratitude. And to invite them, on Unesco's behalf, to pursue a combat which has become increasingly necessary because it is increasingly synonymous, in the world in which we live, with equality, fraternity, shared progress and, hence, solidarity.

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

SUMMARY OF INFORMATION RECEIVED CONCERNING THE CELEBRATION OF INTERNATIONAL LITERACY DAY IN 1981

THE CELEBRATIONS AT UNESCO HEADQUARTERS IN PARIS

The International Literacy Day celebrations were the occasion, as in the past, for a range of colourful events at Unesco Headquarters on 8 September 1981. Firstly, Unesco Director-General Amadou-Mahtar M'Bow chaired the ceremony for the presentation of awards and honourable mentions designed to recognize worthy endeavour in the fields of literacy and adult education, a ceremony which was also attended by Mr Victor Massuh (Argentina), Chairman of the Executive Board, the Chairman and members of the International Literacy Awards Jury, the 1981 award-winners and many delegates from the United Nations Conference on the Least Developed Countries. In his address, the Director-General reviewed the situation concerning illiteracy around the world, as he has done each year, and recalled the efforts and progress that had been made at national, regional and international level, stressing the major programme for education launched in Latin America and the Caribbean and the increase in the resources which Unesco has constantly devoted to literacy programmes. Illiteracy, the Director-General declared, represents a double challenge to the conscience of mankind, and an intolerable denial of the most elementary human rights, accentuating inequalities as between nations and within nations. He added that it was becoming more and more obvious that literacy was a prerequisite of development and a decisive factor in man's liberation. Concluding, the Director-General launched an appeal to the international community for vigorous action to be taken in order to reduce the most flagrant injustices in so far as education is concerned, to teach as many adults as possible to read and write and provide schooling for all children of primary-school age. Following the address given by Mr Malcolm Adiseshiah, Chairman of the Jury, and the presentation of prizes and honourable mentions, messages were read out from Pope John Paul II, the President of the Republic of Upper Volta and the Secretary-General of the United Nations. As part of the ceremonies, the Director-General, accompanied by Mr J.P. Cot, French Minister for Co-operation and Development and Chairman of the United Nations Conference on the Least Developed Countries, Mr Hailu Yimenu, Ethiopian Minister of Planning and a number of other leading figures attending the conference, proceeded to inaugurate the exhibition on the national literacy campaign in Ethiopia. At the end of the ceremony, the Director-General gave a press conference on the world literacy situation, which was attended by the Chairman of the Executive Board, the Chairman and members of the Jury, and a number of correspondents from newspapers and press agencies. The list of 1981 Literacy Award prize-winners and the text of the address given by the Director-General of Unesco will be found at the end of this document.

CELEBRATIONS AROUND THE WORLD

MEMBER STATES

Belgium

On the occasion of the celebration of International Literacy Day, the Ministry of Dutch-language Education and Culture sent a circular letter to all public and subsidized private schools explaining the importance of International Literacy Day and inviting them to celebrate the day with special enthusiasm; while the Ministry of French-language Education and Culture took the opportunity to publicize and strengthen its support for the activities of the associations responsible for literacy work in the regions of Liège and Charleroi.

Bolivia

To mark the 16th anniversary of the Declaration of Tehran (Iran), the Bolivian National Directorate for Adult and Non-Formal Education planned a series of civic, cultural, sporting, literary and other events. In his message addressed to the nation on this occasion, the Minister of Education and Culture recalled how gravely illiteracy was impeding the country's progress. The television service broadcast a special programme on the activities of the Directorate for Adult and Non-Formal Education. Radio programmes were also devoted to literacy as a factor of social, economic and cultural development. The celebrations on 8 September also included a variety of other events: literary competitions with free subject choice, and so forth.

Burma

The Burmese Central Literacy Committee produced and distributed postcards urging the population to press forward with the struggle to enable every citizen to learn to read and write.

Republic of Chad

International Literacy Day was marked by a statement by the Minister of Education. The Minister reviewed literacy activities since 1962 and drew attention to the problems involved in certain approaches to literacy. After recalling the key role of literacy in the country's socio-economic development, the Minister emphasized the need to teach the people to read and write in their own national languages.

Chile

The celebration of International Literacy Day on 8 September in this country included an academic ceremony presided over by the Minister of Education, Mr Alfredo Prieto B., and attended by the Director of the Regional Office of Education for Latin America and the Caribbean (OREALC), the Executive Secretary of the Chilean National Commission for Unesco and various other leading figures. During this ceremony, the Minister gave an address in which he reviewed Chile's achievements in its national literacy campaign. This campaign, he added, had reached its objective, i.e. an illiteracy rate of 5 per cent in six of the country's thirteen regions in 1981, an achievement which had been made possible with the help of all the ministries concerned and the living strength of the entire society.

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The Director of OREALC also spoke, underlining the efforts made by Unesco to eradicate illiteracy. In this connection, he recalled the work of the Quito Conference, which had emphasized the role of literacy work in the 'Major Project' for the Latin American and Caribbean region.

Furthermore, on 17 September, the television service broadcast a special programme on literacy prepared by the Catholic University of Chile. This took the form of a televised discussion during which viewers were able to phone in their questions on various aspects of literacy work. During the week starting 8 September, the major national newspapers published articles on literacy. Other events took place in the provinces and towns, such as poster competitions for primary- and secondary-school children, exhibitions of teaching material, presentation of certificates to newly literate students, radio programmes and so forth.

Colombia

The launching of the national 'Simón Bolívar' literacy campaign to teach five million people to read and write is one of the primary objectives to be attained in the years to come, and gave a special stamp to this year's celebrations of International Literacy Day. Throughout September unprecedented efforts were made to arouse public interest and a variety of events were organized over the length and breadth of the country, with the participation of all the ministries concerned, the regional authorities and the police, in short, the entire population. An extraordinary session of the Support Committee (made up of representatives of all sections of the public), interviews, lectures, round tables, the publication of a pamphlet and record, sporting, artistic and folk events are some of the colourful activities that marked the International Literacy Day celebrations.

In Baranquilla, one of the country's major cities and the launching point for the national literacy campaign, the Day was an occasion of intense activity. An impressive parade involving a representative cross-section of the city's population was held in the presence of the Minister of Education, the Departmental Governor, the Mayor and the national and departmental campaign directors. During this parade, which took place in front of the statue of Simón Bolívar, the Minister declared that the aim of the campaign was to teach five million people to read and write and that in order to do this the country needed half-a-million literacy teachers. In Ibagué and Cundinamarca, the celebrations marking International Literacy Day were widely followed, particularly in Ibagué, where the President of the Republic congratulated the region on the results already obtained: 60,000 people taught to read and write, i.e. half the illiterates in the region.

People's Republic of the Congo

International Literacy Day was the occasion to review what had been achieved in the struggle against illiteracy. As in past years, it was also an ideal opportunity to awaken the public at large to the need to pursue these endeavours. The celebrations on 8 September took place within the framework of the preparations of the national campaign for the intensification of the national literacy programme, which is to be launched in July 1982. Two themes were selected as slogans for the public awareness campaign: 'Let us teach the masses to read and write as a contribution to the success of the 1982-1986 five-year plan' and 'revolutionary intellectuals, servicemen, students and militants from every walk of life, onwards with the literacy campaign'. Various cultural and sporting events, posters, public rallies, debates and discussions on literacy, film shows on adult education, radio programmes, sports days, folk dances and so forth were some of the activities which gave a special stamp to the celebrations of International Literacy Day in the Congo this year. On 8 September, the Literacy Directorate distributed teaching material to each regional literacy service. The Women's Revolutionary Union of the Congo also supplied material to the Literacy Directorate in aid of the promotion of Congolese women.

Czechoslovak Socialist Republic

On the occasion of International Literacy Day, the Czechoslovak press published articles on the Ethiopian literacy campaign and the national radio broadcast special programmes on literacy. Furthermore, several schools organized lecture-discussions and exhibitions on the role played by Unesco in the struggle against illiteracy.

Arab Republic of Egypt

The celebration of International Literacy Day provided the Ministry of Education, and more precisely its General Directorate of Adult Education, with an excellent opportunity for publishing the results of the assessment of literacy activities carried out in the past year. It was also an ideal moment to present the new programmes and give recognition (through awards of certificates and prizes) to deserving literacy teachers, to the best students and to the services which had made a particularly valuable contribution to the work. The celebration of 8 September was also the occasion for the publication of a brochure and for the holding of exhibitions and seminars on literacy. The media devoted the majority of their activities--articles and radio and television programmes--to the problem of illiteracy. The Post Office issued a special stamp for the occasion on the theme of illiteracy and its consequences. The Higher Council for Culture, backed by the National Centre for the Arts and Literature, organized conferences and seminars, film shows, exhibitions and plays. Also worthy of note was the production and distribution by the Council of posters and the opening of literacy courses in cultural centres. The agency of the Ministry of Culture responsible for planning and for monitoring existing projects, for its part, organized plays, exhibitions and film shows on various aspects of literacy work.

Finland

On the occasion of the celebration of International Literacy Day, the Finnish National Commission for Unesco distributed a newsletter on the various events organized around the country. The country's newspapers, radio and television also disseminated this information widely. At regional level, the school authorities sent circular letters to all schools inviting them to reflect upon the problem of illiteracy, whose existence in our modern societies is truly scandalous.

German Democratic Republic

As in previous years, International Literacy Day was celebrated in the German Democratic Republic in order to manifest that country's solidarity with all peoples engaged in the struggle against illiteracy. The daily newspapers and specialized periodicals published articles on literacy to mark the occasion. An exhibition was organized at the Academy of Education Sciences and an official ceremony was held at the Potsdam Institute for School Administration and Management. Representatives from Guinea-Bissau and Mozambique currently attending a training course at the Institute described the importance of International Literacy Day in their respective countries and recalled the objectives that were being pursued, namely the total eradication of illiteracy; and the Director of the Institute stressed the importance of the Day for developing countries. Finally, on 8 September, meetings were held at the Academy of Education Sciences to draw the attention of trade unionists to the problems of illiteracy in the developing countries.

Greece

The Under-Secretary of State for Education sent a message to the nation on the occasion of International Literacy Day. He recalled his country's efforts to eradicate illiteracy and invited all citizens to help the state in this struggle.

India

International Literacy Day provided an ideal opportunity to recall the efforts made by India to eliminate illiteracy. In Bombay, for example, an official ceremony organized by the town's Social Education Committee gave special prominence to the occasion. The non-governmental organizations, for their part, actively contributed, as they have done in the past, to the various activities that marked the celebration of the Day around the country. As one instance, the Unesco Club, St. Aloysius College of Mangalore, circulated the message from the Director-General of Unesco to all its members.

Iraq

The Supreme Council responsible for organizing the national literacy campaign, together with its local councils, put on a variety of activities in celebration of International Literacy Day. For the occasion, 20,000 copies of a poster were printed and distributed around the country and in Iraqi diplomatic missions.

The magazine Al-Marafa, a specialized journal dealing with illiteracy and adult education problems, printed this poster on the cover of its special issue devoted to the celebration of 8 September. All the country's newspapers published leading articles on the problem of illiteracy and its consequences. The national radio service, for its part, broadcast special programmes on the efforts made in Iraq and elsewhere to counter illiteracy.

Jordan

The celebration of International Literacy Day was marked this year by massive mobilization of the entire population of the country. The Ministry of Education sent to all schools in the kingdom, and to all other public and private institutions concerned, posters and circular letters inviting them to make the day's celebrations a memorable occasion. On 8 September, the Minister of Education gave an important radio and television address to the nation, the text of which was also reproduced in the national press. There was also an exhibition, in the main building of the Ministry of Education, of books, publications and other documents on the country's endeavours in the field of literacy training and adult education. For its part, the Ministry of Information devoted its 8 September radio and television news bulletins to the problem of literacy. It also presented special programmes featuring interviews with the national literacy authorities, teachers and students. In turn, the national press made a valuable contribution to the Day. This year, every paper in the country published interviews concerning the problem of illiteracy. Some newspapers even devoted several issues to national and international campaigns to counter this scourge. On this occasion, the Minister of Awqaf, Cultural Buildings and Muslim Affairs requested all imams, preachers and religious teachers to draw public attention in their sermons to the problem of illiteracy and its consequences.

The Employment Ministry and benevolent associations also played an active part in the observance of 1981 International Literacy Day. Finally, it is to be noted that the Association of Jordanian Women organized a number of events in its different centres and distributed prizes to the best students.

Kenya

This year, as in the past, International Literacy Day was celebrated throughout the country. On this occasion, an official ceremony attended by more than 2,000 people, including various representatives of the diplomatic corps, certain ministries and many educational institutions, was held in Nairobi's Uhuru Park. The ceremony began with singing and dancing, followed by an address from the Minister of Culture and Social Services, who described Kenya's endeavours to eliminate illiteracy. The Minister of Higher Education and Chairman of the Kenyan National Commission for Unesco also made a speech in which he spoke of the work done by Unesco in the field of literacy and the need to press on unswervingly with the struggle against illiteracy. After the speeches, certificates and trophies were awarded and books presented by the Minister of Higher Education. The press and other media played a full part in the International Literacy Day celebrations.

Maldives

The International Literacy Day celebrations, taking place for the first time in the 201 inhabited islands of this country, which has been a member of Unesco since 1980, were inaugurated by a number of events. In the country's capital, Mahé, an intensive public awareness campaign on the problems of illiteracy was organized through the press and radio. On 8 September, the country's authorities had special prayers said and presented prizes to the best students in each literacy training centre. The 'Asaasee Thaleem' National Council organized an important ceremony which was attended by the whole government. The message from the Director-General of Unesco, translated into the national language, was read out on this occasion.

Mauritius

On the occasion of the celebration of International Literacy Day, the national radio service broadcast a special programme prepared by the Ministry of Education and Cultural Affairs. The island's Unesco Clubs and a number of educational institutions conducted an intensive public awareness campaign. In Dagotière, the state school's adult literacy training centre organized a number of activities, including literary and singing competitions for all the village's former students; poster competitions; official presentation of awards to the three best candidates from each competition; film shows on adult literacy training.

Sultanate of Oman

On 8 September, the Minister of Education made an important radio and television statement in the course of which he stressed the importance of education and, after reviewing educational activities in the Sultanate, recalled the need to continue the struggle to eradicate illiteracy. The Ministry of Education produced a poster which was distributed throughout the country. In addition, all mail posted in every post office in the country was postmarked for the first two weeks in September with a design relating to International Literacy Day. Finally, the radio and television services broadcast special programmes on the importance of literacy work and the efforts of the Sultanate in this field. The written press published articles and interviews.

Portugal

International Literacy Day was marked by the production and nationwide distribution by the Ministry of Education of a series of posters on the importance of the Day and on the scale and consequences of the illiteracy problem.

Saint Lucia

The celebration of International Literacy Day had as its theme: 'Personal and national development through literacy'. Posters and streamers were produced and put up in the island's busiest public places. On the occasion of International Literacy Day, the Prime Minister, the Minister of Education and Culture, the Permanent Secretary for Education and Culture and the Director of Education addressed the nation. These messages were broadcast over radio and television and the newspaper The Voice published the texts on 12 September.

Spain

On the occasion of the celebration of International Literacy Day, the General Directorate for Basic Education, under the supervision of the Education and Science Ministry, organized various events: presentation of awards to teachers, professors and various institutions; stimulation of public awareness through all the media; preparation of a literacy scheme for various regions (Andalusia, Canary Islands, Extremadura, Galicia and Cordoba). Also to be noted is the fact that the Spanish authorities took advantage of the Day to emphasize what had been achieved throughout the country in the field of literacy training and adult education: creation of twenty-eight adult centres in urban and industrial areas, assignment of 5,398 teachers to rural and over-populated areas, distribution of teaching material, and so forth. Likewise of note is the aid given by the Spanish mission to the national literacy campaign in Nicaragua.

Syrian Arab Republic

On the occasion of International Literacy Day, a public awareness campaign was launched on the importance of literacy work and the need for each citizen to commit himself to this cause. Stress was also laid on the fact that the struggle against illiteracy was a national responsibility and a social and cultural duty.

For the occasion, the country's entire written press, radio and television reviewed achievements in this field to date, discussed what remained to be done and reported on difficulties encountered in the struggle against illiteracy. In addition, meetings were held at the various Arab culture centres, posters were distributed throughout the country and all letters were postmarked with a sentence on 'the importance of eradicating illiteracy'. In the mosques, preachers encouraged the illiterates to enrol in classes and invited educated people to teach in such classes. Ceremonies were held even in the villages. The celebration of International Literacy Day also included visits to literacy classes by representatives of provincial literacy committees, officials of popular organizations and members of the government. New literacy classes were established and awards and prizes were presented to outstanding teachers and students.

Ukrainian Soviet Socialist Republic

According to long-standing tradition, International Literacy Day was marked in the Ukrainian SSR by a number of events which, as they do each year, helped to make the public aware of the illiteracy situation in the world and the progress achieved in the Ukrainian SSR in the field of education. On this occasion, meetings, conferences and various other encounters were organized by educational institutions along with the members of the Head Office and local branches of the 'Znanie' ('Knowledge') Association on the theme of illiteracy and the efforts made by Unesco to eliminate this scourge. Numerous national and foreign students played an active part in the various events, as did the Unesco Associated Schools. The first day of the school year, which in the Ukrainian SSR coincides with International Literacy Day on 8 September, provided an excellent opportunity for the Vice-Chairman of the Council of Ministers of the Ukraine, Mrs Orlik, to publish in the newspaper Soviet Ukraine an article on the educational situation in the Ukraine. With the assistance of his Deputy Minister, Mr Fomenko, the Ukrainian Minister of Education published a leading article in the newspaper Soviet Education and gave radio and television interviews on progress achieved in the field of education and his country's contribution to the struggle against illiteracy around the world. In 1982, Mr Fomenko stated, total budget resources allocated to socio-cultural activities would amount to 11,681 million roubles--an increase of 299 million roubles--of which 3,978 millions were to be devoted to education and training. In 1981, the Ukrainian SSR spent a total of 1,752 million roubles on school construction and maintenance. During the same academic year, a total of 7,387,000 pupils were enrolled in Ukrainian educational establishments and 477,000 teachers were in service. Finally, it is to be noted that the International Literacy Day celebrations in the Ukrainian SSR also included awards to outstanding teachers and educators for services rendered to the cause of education.

United Kingdom

International Literacy Day was widely celebrated in England and Wales with the support of the ALBSU (Adult Literacy Basic Skills Unit) and local adult literacy centres. On this occasion, the Under-Secretary of State sent a message of support and encouragement to ALBSU stressing the value of the work so far accomplished and recalling the need to continue the struggle. ALBSU produced posters, stickers and badges bearing the following inscription: 'Literacy--a right, not a privilege'. Lastly, local adult literacy centres organized exhibitions and information and public awareness meetings. In Scotland, SCABEU (Scottish Adult Basic Education Unit) took part in the Scottish Institute of Adult Education's October public awareness campaign, conducted on the theme 'Our right to learn'. In Northern Ireland, International Literacy Day was preceded by an information week. On 8 September, the local radio service drew attention to the event and newspapers informed the public of the facilities available to them.

Republic of Upper Volta

The celebration of International Literacy Day was preceded here by a week's public awareness drive, which included meetings at the various ministries involved, film shows on literacy work in cinemas in all the country's major towns and radio broadcasts of round-table discussions on the theme 'Use of national languages in adult education and literacy training'. The launching day, 1 September, was marked by the distribution of posters and slogans in all public places, by an important speech by the Minister of Education and Culture and by the inauguration of an exhibition of documents on literacy work. This event was attended by a number of Ministers, including the Minister of Literacy Training and Popular Education of Benin.

On 8 September, the Minister of Education and Culture broadcast a radio message to the nation. The Head of State, for his part, sent a message of support to the Director-General of Unesco. The message of the Director-General of Unesco to Member States was read out by the representative of Unesco on the radio. These messages were all repeated on the radio in national languages. The Day of 8 September was also marked by the organization of an important cultural evening at the community centre. During this event, presided over by the Minister of Education in the presence of a number of prominent national figures, certificates were awarded to literacy centre students who had passed their final tests. This unprecedentedly successful evening was compered by leading artists. Following in the steps of the country's capital, the three zones covered by the Service for the Education of Women and their Participation in Development (Pô, Kongoussi and Banfora) also organized major celebrations on International Literacy Day. From 2 to 8 September, the regional authorities organized a variety of highly colourful events: parades, discussions, speeches, singing and dancing, etc. On the occasion, an exhibition and sale was held in Banfora of articles produced by course trainees, and of books and brochures in national languages. Also worthy of note were the award-giving ceremonies held in the three regions for the presentation of certificates to the best literacy course trainees. Finally, it should also be noted that the expenses incurred for the organization of International Literacy Day in Upper Volta were partly covered by the proceeds of the cultural evening.

Venezuela

On the occasion of International Literacy Day, the week from 7 to 11 September was marked in this country by a variety of events including exhibitions, commemorative ceremonies, speeches, radio and television interviews, plays and concerts, etc., principally organized by the National Literacy Commission.

The Holy See

On the occasion of the 15th International Literacy Day, the Holy Father sent an important message to the Director-General of Unesco in which he recalled the distressing and humiliating situation of illiterate people and expressed the hope that the international community would firmly commit itself to active co-operation in support of the fight against illiteracy and the total and harmonious development of man. In addition to his message, the Holy Father made the following statement during angelus on Sunday, 6 September, in Castelgandolfo: 'The day after tomorrow, on 8 September, the 15th International Literacy Day will be celebrated throughout the world, with the purpose of awakening all men to the problems of illiteracy and the urgent need to find a solution to them. Each of us knows how, over the centuries, the Church has made an important contribution in this essential field. Today, too, particularly in mission countries, not only does she proclaim the Gospel, she also makes a precious contribution to human advancement by education in culture, which always begins by learning to read and write. That is why the Church considers she has a leading role to play in this noble commitment, and, from the bottom of her heart, she encourages all Christians and men of goodwill to pursue their efforts towards this goal of human and Christian fellowship'.

GOVERNMENTAL ORGANIZATIONS

CREFAL

On 8 September, the Regional Centre for Adult Education and Functional Literacy in Latin America and the Caribbean (CREFAL), together with the delegation of the Public Education Secretariat (SEP) of the state of Michoacán, organized a ceremony attended by the Unesco Adviser to CREFAL and the Assistant-Director of Adult Education of the SEP. The latter reviewed the Mexican National Literacy Programme (PRONALF) and other Mexican endeavours in the struggle against illiteracy. In addition, on the same day, the Director of CREFAL and the Unesco representative in Mexico took part in a meeting presided over by the President of Mexico and the Secretary of Education on the evaluation of PRONALF. A regional radio station broadcast a programme entitled 'Literacy in Latin America and the Caribbean' which had been prepared by CREFAL experts and presented to the radio station. The newspaper The voice of Michoacán and a regional weekly published eve-of-celebration articles on 6 and 7 September respectively, and on 13 September the weekly published a report of the ceremony in the CREFAL auditorium. Also to be noted was the opening of an exhibition on the theme 'Literacy material in Latin America' in the CREFAL library and the production of a poster which was distributed to all educational institutions in Mexico City as well as being displayed in the centre itself.

THE DAY'S CELEBRATIONS IN PHOTOGRAPHS

The photographs printed in this summary are an illustration of the events organized at Unesco Headquarters and in a number of Member States on the occasion of the celebration of International Literacy Day. However, we should be grateful if you would in future send us as many photographs as possible for this section.

At Unesco Headquarters

(Photos 1-15)

In Member States

Burma

(Postcards 16)

Jordan

(Photos 17 and 18)

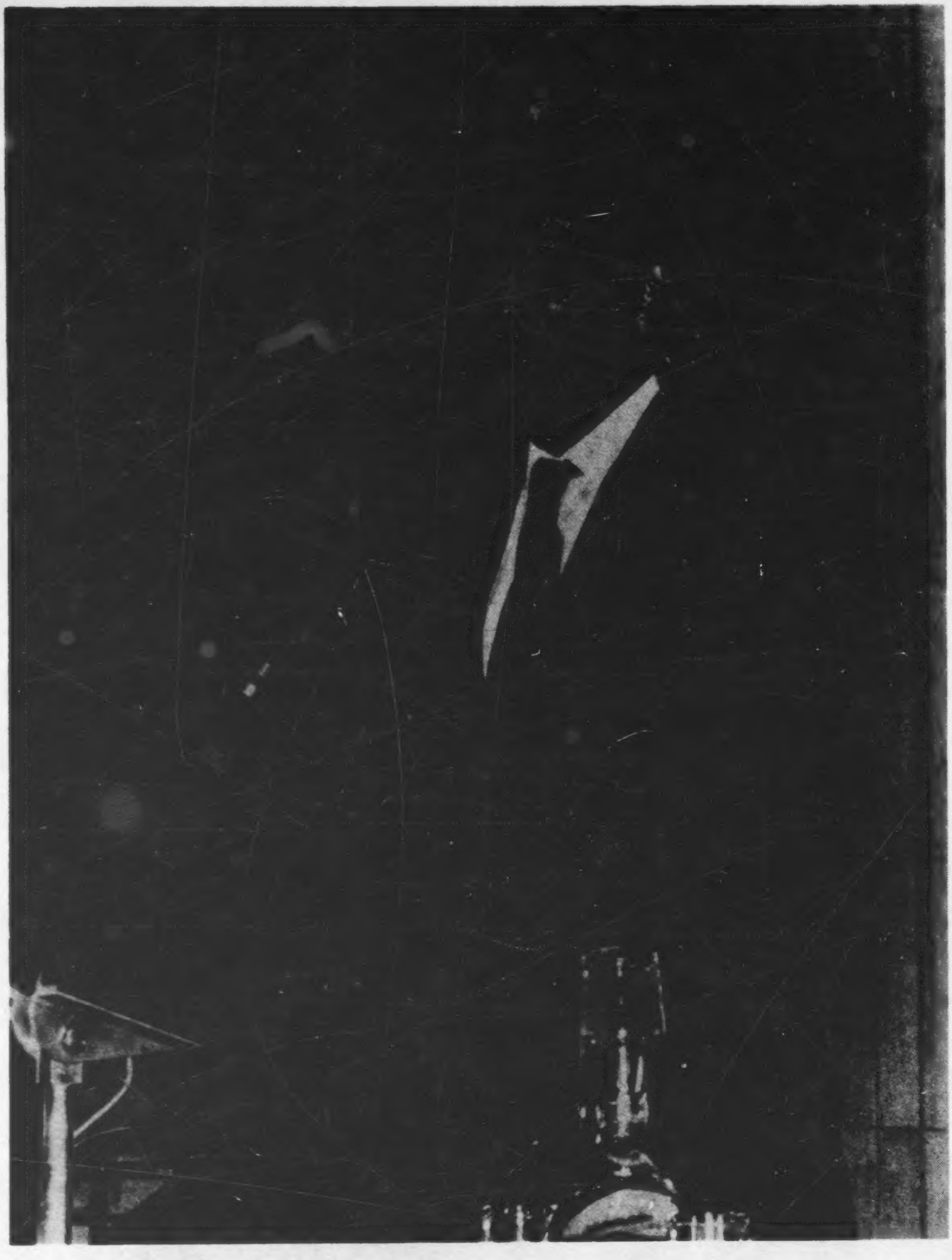
Mexico

CREFAL

(Photos 19 and 20)

1981 International Literacy Awards Jury. From left to right: Mr Thomas G. Sticht (United States of America); Mr Jasim M. Al Hassoon (Iraq); H.E. Mr Rodolfo Baron Castro (El Salvador); Mr Malcolm Adiseshiah (India), Chairman of the Jury; H.E. Mr Ben Mahdy Cissé (Senegal); Mr G.N. Filonov (USSR); Mr James Robbins Kidd (Canada).

Mr Amadou-Mahtar M'Bow, Director-General of Unesco, during his address on the occasion of the 15th International Literacy Day, Paris, 8 September 1981.



Mr Malcolm Adiseshiah, Chairman of the International Literacy Awards Jury, giving his address on the occasion of the 15th International Literacy Day, Paris, 8 September 1981.

Mrs Vilma Espin de Castro, President of the Federation of Cuban Women, Member of the Council of State and of the Party Political Bureau, giving her address of thanks after receiving, on behalf of her government, the Nadezhda K. Krupskaya Prize 1981 which was awarded to the Federation of Cuban Women.

Mr K.N. Ardhanariswaran, Secretary for Education of the Government of Bihar, India, giving his address of thanks after receiving, on behalf of his government, the International Reading Association Literacy Award for 1981, awarded to the Department of Adult Education of the State of Bihar.

Mr Salvatera, from the Embassy of the People's Republic of Angola in Paris, giving his address of thanks after receiving, on behalf of his government, the 1981 Noma Prize, bestowed upon the National Literacy Committee of his country.

The Planning Minister of the People's Republic of the Congo receiving on behalf of his government from the Director-General of Unesco the medal and diploma of honourable mention of the 1981 Nadezhda K. Krupskaya Prize, awarded to the Research Centre for Adult Education of his country.

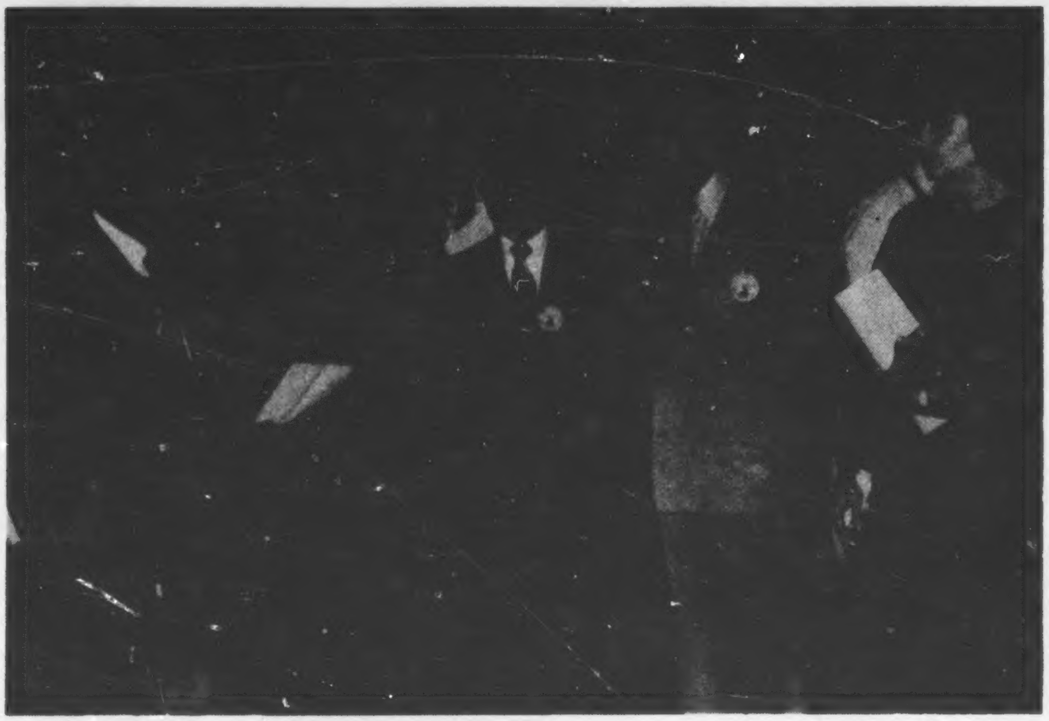
Mr Nail Mahmood Al-Saidi, recipient of the honourable mention of the 1981 Nadezhda K. Krupskaya Prize, receiving his medal and diploma from the Director-General of Unesco.

H.E. Mr Eugène Aidara, Permanent Delegate of the Ivory Coast to Unesco, receiving the honourable mention of the 1981 International Reading Association Literacy Award given to the Literacy Service of the National Office of Rural Promotion of the Ivory Coast.

Mr J. Bell, Secretary for Education of the British Broadcasting Corporation, receiving the medal and diploma of the honourable mention awarded under the International Reading Association Literacy Award for 1981 for the 'On the Move' Project of the British Broadcasting Corporation.

H.E. the Ambassador of Honduras receiving on behalf of his government the medal and diploma of the honourable mention of the Noma Prize awarded to Professor Manuel de Jesus Manzanares, Director-General of Adult Education in Honduras.

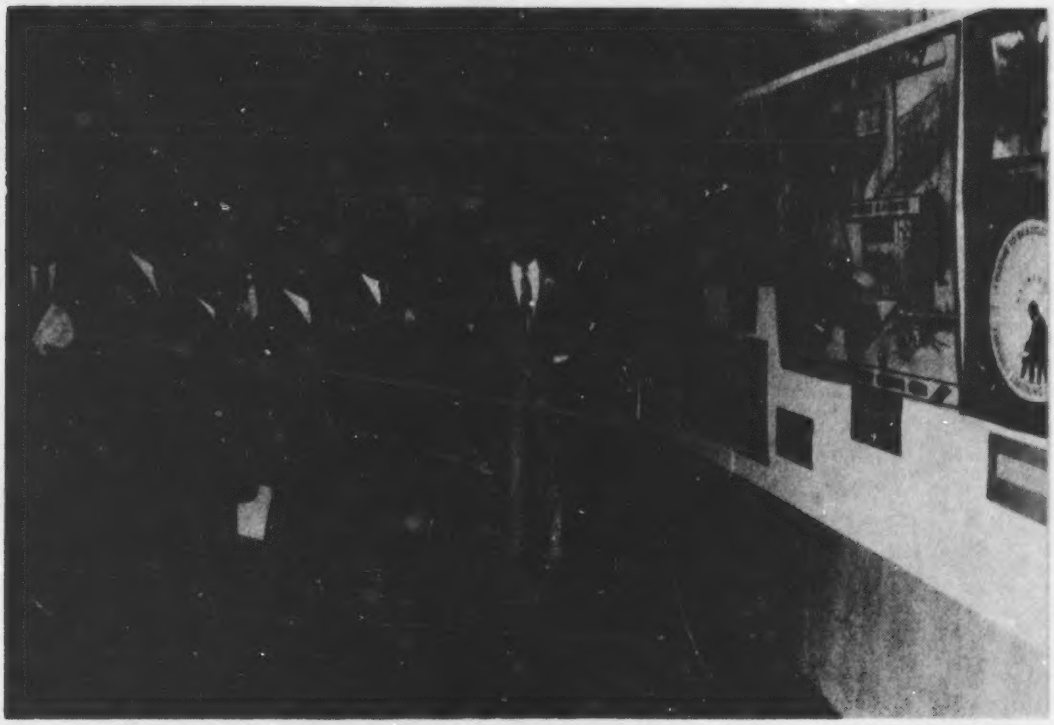
H.E. Mr A. Atmakusuma, Permanent Delegate of Indonesia to Unesco, receiving on behalf of his government the medal and diploma of the honourable mention of the Noma Prize awarded to Dharma Wanita Indonesia, a Mutual Aid Organization of the Wives of Indonesian Civil Servants.



Exhibition on the Literacy Campaign in Ethiopia, organized by Unesco, in conjunction with the Permanent Delegation of Ethiopia to Unesco.

In the presence of Mr J.F. Cot, French Minister for Co-operation and of Mr Hailu Yimenu, Ethiopian Minister of Planning, Mr Amadou-Mahtar M'Bow, Director-General of Unesco, inaugurates the exhibition on the literacy campaign in Ethiopia at Unesco Headquarters in Paris on 8 September 1981.

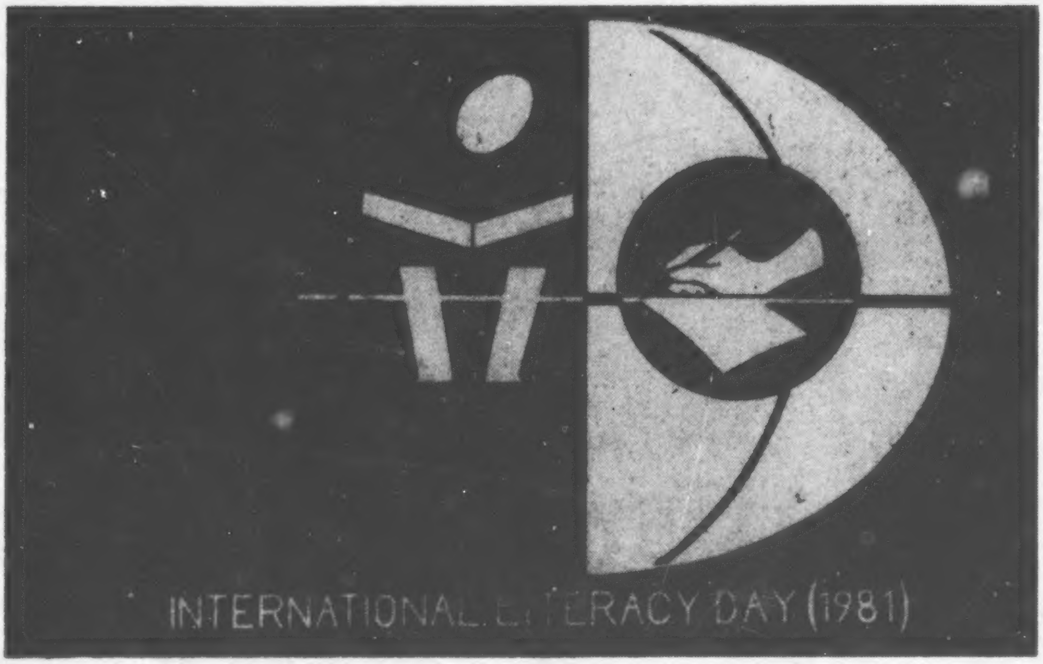
The Planning Minister of Ethiopia giving his address at the inauguration of the exhibition organized at Unesco Headquarters in Paris on the national literacy campaign in Ethiopia.



Inauguration of the exhibition organized at Unesco Headquarters in Paris on 8 September 1981 on the national literacy campaign in Ethiopia.

Burma

Postcards distributed in 1981 on the occasion of International Literacy Day.


INTERNATIONAL LITERACY DAY (1981)

Jordan

A literacy class for women in Jordan.

A home economics class linked with literacy training in Jordan.

SEPTIEMBRE
ERNACIONAL
ETIZACION

Regional Centre for Adult Education and Functional Literacy
in Latin America and the Caribbean (CREFAL), Mexico.
Aspects of the ceremony organized by CREFAL on 8 September 1981.

8 DE SEPTIEMBRE
DIA INTERNACIONAL
DE LA ALFABETIZACION

Address given by the Assistant Director for Adult Education
of the Public Education Secretariat on the occasion of the
ceremony on 8 September 1981.

OTHER NEWS

International Literacy Day

The celebration of International Literacy Day was marked this year at Headquarters in Paris by a number of new initiatives, notably the press conference and the exhibition on a literacy campaign in a Member State (Ethiopia). As regards these initiatives, our first aim was to attract the attention of the authorities in charge of these activities in each country so that they may draw inspiration from them and ensure that the next Day (8 September 1982) is celebrated with the vigour and enthusiasm needed to achieve full mobilization of national resources in favour of literacy programmes. In view of the value we have always set on the celebration of International Literacy Day at national level, we are prepared, within the limits of our resources, to provide you with any technical support you may need. We should also like to inform you that this year we are preparing to send you a poster concerning the celebration of International Literacy Day 1982.

Literacy Awards 1982

In this respect, we are particularly pleased to inform you of the creation of another literacy award of a tentative amount of US $10,000 financed through a donation from the Government of Iraq. This prize, to be called the Iraq Literacy Prize, will be awarded for the first time on 8 September 1982, together with the other three existing literacy awards. We should also like to take this opportunity to remind you that candidatures submitted in previous years which were not selected for award may be resubmitted this year. To do so, you should simply confirm the relevant candidature by sending us all necessary additional information, particularly concerning qualitative and quantitative results obtained by the candidate in the field of literacy since his file was last submitted to the Literacy Awards Jury. We must also draw your attention to the fact that the closing date for submission of candidatures is 30 June 1982.

Miscellaneous

We inform you that, starting next year (1982), Unesco will be in a position to:

(1) distribute a film that it has just produced on literacy. This film, entitled 'Write to be free' is a colour documentary of 27 minutes' duration; and

(2) publish a yearly report on work done in the field of literacy around the world.

United Nations Educational,
Scientific and Cultural Organization

Nadezhda K. Krupskaya Prize, International Reading Association Literacy Award and Noma Prize

1981

Meeting on 26, 27 and 28 August 1981 at Unesco Headquarters in Paris, THE JURY appointed by the Director-General to award the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award and the Noma Prize in recognition of the services of institutions, organizations or individuals having distinguished themselves by making a particularly meritorious and effective contribution to the struggle against illiteracy,

Recalling that the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award and the Noma Prize were endowed in 1969, 1979 and 1980, respectively, through the generosity of the Government of the Union of Soviet Socialist Republics, the International Reading Association and Mr Shoichi Noma,

Observing that the submissions examined this year testify to the variety of ways and different scales on which the struggle against illiteracy is being waged: several submissions being nation-wide government campaigns intended to vanquish illiteracy within years or decades, others being smaller-scale but innovative and imaginative programmes sponsored by non-governmental organizations, and still others representing the work of selfless men and women who in many places and in many ways have made the cause of literacy the mission to which they have dedicated their lives,

Noting with satisfaction that the record number of candidatures submitted this year is a significant indicator of the increasing importance being given to literacy work as a means for advancing the cause of development and enhancing the dignity of mankind,

Having examined the 41 nominations submitted by governments and international non-governmental organizations and in compliance with the stipulations and criteria of the General Rules,

has unanimously decided to award,
firstly, the 1981 Nadezhda K. Krupskaya Prize

to the FEDERATION OF CUBAN WOMEN for its dedicated service to the education of Cuban women through (1) its contribution to the national literacy campaign; (2) its noteworthy educational innovations and organizational ingenuity in providing women with convenient and appropriate opportunities for pursuing their education from the literacy to the post-literacy levels; (3) the important contribution it has made to the national campaign to provide all citizens with six years of education; (4) the model which its programme offers of education which while non-formal in its methods and organization is conceived in a framework of life-long learning linking the literacy class to the mainstream of national education;

secondly, to confer the
International Reading Association Literacy Award for 1981

upon the DEPARTMENT OF ADULT EDUCATION OF THE STATE OF BIHAR, INDIA for conducting under challenging conditions an effective and massive state-wide literacy campaign, as part of India's National Adult Education Programme, which is characterized by (1) the dynamic leadership of the State Government and the active participation of professional bodies and institutions, non-governmental organizations and the communities and centres served by the programme; (2) the effective mobilization of human and material resources; (3) a spirit of partnership between government and voluntary organizations in the struggle against illiteracy; (4) the close linkages achieved between education and development actions; and (5) the systematic arrangements for providing technical support to the programme in the development of curricula and instructional materials, the training of staff and the continuous monitoring and evaluation of operations through the State Resource Centre, district resource units and specialized institutions;

and, thirdly, to bestow the Noma Prize

upon the NATIONAL LITERACY COMMITTEE OF THE PEOPLE'S REPUBLIC OF ANGOLA for its courageous efforts to confront and overcome the problem of illiteracy by (1) mobilizing government institutions at all levels as well as political and social organizations and the citizenry as a whole through an effective promotional campaign carried out by radio, television and the press; (2) the extensive use of volunteer teachers, particularly youth organized into literacy brigades and trained through intensive short courses; (3) developing instructional materials in six national languages as well as in Portuguese in order to preserve and foster a rich and diverse cultural heritage while, at the same time, furthering national solidarity; and (4) far-sightedly according to literacy a priority among development activities at a time when many urgent needs and challenges are competing for the limited resources available;

THE JURY conscious of the need to recognize, reward and encourage those projects and activities in the field of literacy which can serve as a source of inspiration and emulation has further decided

to confer honourable mentions of the
Nadezhda K. Krupskaya Prize

upon the RESEARCH CENTRE FOR ADULT EDUCATION OF THE PEOPLE'S REPUBLIC OF THE CONGO for having undertaken a literacy campaign both massive in scale and innovative in character which responds to the needs of the population being served and enjoys their active support, for its skillful planning of literacy work as a continuous and phased action, as well as for the laudable example it sets of the continuation and expansion through national initiative of a programme begun with international co-operation and support; and

upon Mr NAIL MAHMOOD AL-SAIDI OF IRAQ for thirty years of dedicated service to the cause of literacy rendered in both his personal and official capacities and for the innovations in methods and organization he has introduced in Iraq and which have had a significant impact upon the conduct of literacy work in the Arab States;

to award honourable mentions of the
International Reading Association Literacy Award

to THE LITERACY SERVICE OF THE NATIONAL OFFICE OF RURAL PROMOTION OF THE IVORY COAST for having successfully integrated literacy into a programme of rural development conceived in the perspective of a national policy of fostering greater social justice, for having systematically planned literacy actions on the basis of the expressed needs and wishes of the participating populations and for having accorded to research and evaluation a key role in the planning and conduct of programme operations; and

to the "ON THE MOVE" PROJECT OF THE BRITISH BROADCASTING CORPORATION for the example it sets of using innovative means for reaching the illiterate in industrialized societies–who perceiving their inability to read and write not merely as a problem but as a shame are difficult to contact and serve–through a multi-media approach combining television, radio and print with a nation-wide referral system and locally organized tutorial services;

to award honourable mentions of the
Noma Prize

to PROFESSOR MANUEL DE JESUS MANZANARES, DIRECTOR-GENERAL OF ADULT EDUCATION IN HONDURAS for a life's work devoted to the cause of education and, more particularly, for his initiatives which led to the launching of a national literacy campaign in 1980 which has already reached more than a quarter million people, as well as for his pivotal role in the Functional Education and Accelerated Elementary Education Programme for Adults and the improved methods he has introduced to adult education in Honduras and the impact which these have had elsewhere in Central America; and

to DHARMA WANITA INDONESIA, a non-governmental organization composed of the wives of Indonesian civil servants, for having launched an impressive literacy programme intended to complement and support the literacy actions being undertaken by the government, for the imagination and energy with which this campaign has been conducted and the excellent results it has yielded as well as for the model of dedicated service and generosity which this programme displays to the international community;

Having examined with keen satisfaction thirty-two other submissions for the 1981 prizes for meritorious service in the field of literacy, THE JURY wishes to pay special tribute to the following: SHARWNIRVAR BANGLADESH (Self-Reliant Bangladesh) for its massive literacy programme based upon local initiative and voluntary action which has yielded impressive results and contributed to a renewal of rural life in the communities served; the RURAL PRESS OF THE UNITED REPUBLIC OF TANZANIA for having launched newspapers covering a large proportion of the rural population and contributing significantly to the practice of reading and the retention of literacy; the LITERACY PROMOTION PROJECT OF LAUBACH LITERACY INTERNATIONAL of the UNITED STATES OF AMERICA for its outstanding service over many years in raising public consciousness to the problem of illiteracy both nationally and globally and in recruiting and training voluntary literacy workers; and to the WORLD ORGANIZATION OF THE SCOUT MOVEMENT for the promising efforts it has undertaken to engage the energies and commitments of youth in the struggle for a more literate world;

THE JURY was encouraged to note the recent launching of promising literacy efforts in several countries, such as the carefully planned programme recently initiated by the GOVERNMENT OF ECUADOR, and anticipates reviewing the fruitful results of these programmes in future years;

Finally, mindful of the distressing and debilitating levels which illiteracy reaches in the least developed countries–in fourteen of which the illiteracy rate exceeds seventy-five per cent of the adult population and in some cases reaches ninety-nine per cent among women–and the meagre resources which these countries dispose to confront this devastating problem, THE JURY launches an urgent appeal to the international community to demonstrate its active solidarity with those nations most severely afflicted with the curse of mass illiteracy in order that this threat to development and offence to human dignity may be vanquished in the last decades of this century.

Members of the Jury:
Mr Malcolm Adiseshiah, Chairman
H.E. Mr Rodolfo Barón Castro
H.E. Mr Ben Mahdy Cissé
Mr G.N. Filonov
Mr Jasim M. Al Hassoon
Mr James Robbins Kidd
Mr Thomas G. Sticht

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

Address by
Mr Amadou-Mahtar M'Bow

Director-General
of the United Nations Educational,
Scientific and Cultural Organization
(Unesco)

on the occasion of the Fifteenth International Literacy Day

Paris, 8 September 1981

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Mr Chairman of the Executive Board,
Members of the Jury,
Excellencies,
Ladies and Gentlemen,

It is a pleasure and an honour to welcome you in Unesco House - this house which is indisputably your own - on the occasion of International Literacy Day.

I should like first of all to extend my warmest greetings to all who have made a point of being with us today, and especially to those who are participating in the United Nations Conference on the Least Developed Countries, and to the representatives of the other organizations in the United Nations family.

Furthermore, I wish to pay tribute to the unflagging efforts made by one and all in the last few years on behalf of literacy work throughout the world. Your presence among us today is proof of your sympathy with one of the causes to which Unesco attaches the utmost importance and it greatly encourages us to keep to the course that we have set ourselves.

The ceremony which you have been invited to attend here on the occasion of International Literacy Day commemorates the opening in Teheran on 8 September 1965 of the World Congress of Ministers of Education on the Eradication of Illiteracy. This Congress, which was organized by Unesco, marked an important stage in the awakening of the international community to the problem of illiteracy, its nature and its social consequences.

In the light of the recommendations of that Congress, the Unesco General Conference adopted, in 1966 at its fourteenth session, a resolution proclaiming "that illiteracy is a bottleneck retarding social and economic development" and recognizing "the need for a concerted and vigorous international effort to promote world literacy".

On that occasion the Conference appealed to all Member States, non-governmental organizations, foundations, and private enterprises to give financial, technical and moral support for international action taken under the auspices of Unesco in order, as soon as possible, to eliminate illiteracy throughout the world.

At the same session the Conference proclaimed 8 September as International Literacy Day, which Unesco urged all countries of the world to celebrate, so as to make known the measures taken by each country in the struggle against illiteracy.

Fifteen years have gone by since that time - in the course of which the efforts made on a global scale have yielded considerable results. Thanks to the combined effect of literacy campaigns and the development of primary education, the number of people able to read and write has increased by 456 million over the past decade, representing an advance of nearly 30 per cent. During the same period the world illiteracy rate has been brought down from 32.4 per cent to 28.9 per cent. It will be approaching 26 per cent in 1990.

However, one out of every four adults in the world still cannot read or write and, while the percentage of illiterates has dropped, the absolute number has continued to increase. There were 742 million in 1970; there are more than 800 million today. Then again, some 123 million children between the ages of 6 and 11 who were not in primary school in 1980 will join the ranks of the illiterate when they turn 15. So, if the current trend continues, there will be one thousand million illiterates at the end of the century.

To these data, which are just average rates on a global scale, must be added the regional and social disparities. In Asia, which has three-quarters of the world's illiterates, 38.4 per cent of the population cannot read or write. The proportion is 60.6 per cent for Africa and 20.3 per cent for Latin America. Furthermore, some social or occupational groups are much more affected than others. Rural communities and those living on the outskirts of towns are the hardest hit. Migrant workers and their families, refugees and disabled persons are particularly disadvantaged. Lastly, in both rural and urban areas, women are more generally affected than men by illiteracy - which is increasing, in the case of women, not only in absolute figures but also relatively. The proportion of women in the total number of illiterates is larger than 60 per cent today, as compared with 58 per cent in 1960.

Because of its planetary dimensions and its social and human implications, illiteracy is one of the scourges of our time. It challenges the conscience of mankind in two ways. In the first place, it is an intolerable denial of the most elementary human rights. Secondly, it accentuates inequalities as between nations and within nations inasmuch as its evil effects are suffered almost exclusively by the developing countries, thus widening the gap which separates them from the industrialized countries and paralysing all their efforts to foster justice and progress.

So it is becoming more and more obvious that literacy teaching, which first commands attention as a fundamental ethic imperative, is also a prerequisite of any development programme. For one thing, by opening the road to education, it enables everyone to understand his responsibilities as a citizen and to assume them to the full, by participating, for example, in the choice of priorities and policies at the national or local level.

Secondly, it makes it possible to reach the stage of acquiring the scientific and technical knowledge without which it would be futile today to aspire to the fulfilment of the manifold hopes raised as the various countries won their political independence.

Thirdly, literacy teaching gives every individual the opportunity of becoming acquainted with other cultures beside his own; it opens wider horizons for his intelligence, sensitivity and imagination by revealing the intellectual, ethical and aesthetic treasures of all countries. In this way it helps to remove some of the barriers raised by inequality within every society and to reduce the ignorance, prejudice and suspicion which still mar relations among the peoples of the world.

I am particularly happy to note, therefore, that much more importance has been attached to literacy work in the last two or three years and that it has now won recognition everywhere as a determining factor both in the liberation of individuals and in the development of societies.

The action taken in order to make the public aware of the intolerable situation in which hundreds of millions of illiterates find themselves has in fact stimulated the efforts being made to put an end to it - and has done so at three levels, the national, the regional and the international.

With regard to the national level, I wish to congratulate many countries - situated in the African, Asian and Latin American regions and in the Arab world - on the literacy campaigns which they have organized and which have often proved remarkably successful.

With regard to the regional level, great hopes can be placed, in particular, in the major project launched by Unesco for the Latin America and Caribbean region, which testifies to the will to eradicate illiteracy by the year 2000 and plans, inter alia, to bring the main efforts to bear on the rural areas.

With regard to the international level, it should be noted that great interest was shown in the plan to intensify the struggle against illiteracy, which was submitted at the twenty-first session of the Unesco General Conference held in Belgrade in September-October 1980. On that occasion the Conference approved my proposal to make a substantial increase in the resources which the Organization devotes to literacy programmes, as part of a general policy of tackling simultaneously the universalization of schooling for children and the promotion of life-long education for adults.

In conclusion, ladies and gentlemen, I wish to emphasize that the results thus obtained at all levels should be primarily regarded as an inducement to redouble our efforts. There is still a long way to go and formidable obstacles still have to be overcome. Action is urgently required: the hundreds of millions of men, women and adolescents who are handicapped by illiteracy and all its psychological, cultural and economic consequences are appealing mutely to us to help them. Before the end of our millennium mankind must reverse the current trend and succeed in bringing down not only the illiteracy rate but also, and at last, the absolute number of illiterates.

It is for this reason that I feel impelled, while the United Nations Conference on the Least Developed Countries is taking place at Unesco, to launch yet another appeal for vigorous action to be taken in order to reduce the most flagrant injustices in so far as education is concerned, to teach as many adults as possible to read and write and provide schooling for all children of primary school age.

Excellencies,
Ladies and Gentlemen,

In a few moments I shall have the pleasure and the honour to present the Nadezhda N. Krupskaya Prize, the International Reading Association Award and the Noma Prize to the winners. To these prize-winners, whose remarkable results - sometimes obtained under particularly difficult circumstances - stand as an example to be emulated, I am happy to express our admiration and gratitude.

I take this opportunity of once again extending to the donors of the three prizes - the Government of the Union of Soviet Socialist Republics, the International Reading Association, whose headquarters is in the United States, and Mr Shoichi Noma of Japan - the warm thanks of the Organization, together with my own, for the valuable support which they give every year to the cause of literacy work. And finally I should like to pay tribute to the tireless efforts which have been made for decades by the members of the Jury, and in particular by its Chairman, my friend Malcolm Adiseshia, in the service of an education so designed as to be synonymous with justice and freedom.

May I be allowed to say to the Chairman and members of the International Jury how much the Organization appreciates the way in which you acquit yourselves, every year, of the difficult task of designating from among so many deserving candidates the winners of the awards and honourable mentions. On behalf of the Organization and on my own behalf, I thank you once again for the work you do, since it constitutes, at a time when the future seems so uncertain, a small but strong link in the network of solidarity, justice and peace.